

PASADENA UNIFIED SCHOOL DISTRICT

**SCHOOL ACCOUNTABILITY PLAN  
2016-2017**

-The Single Plan for Student Achievement

CIS Academy

19-64881-0117440

CDS Code

Date of this revision: 05/06/2015

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:

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

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## Mission Statements and School Descriptions

2016-2017

### School Vision and Mission

The CIS Academy (CIS) is an alternative high school situated on the grounds of Pasadena High School in northeast Pasadena, fifteen miles north-east of Los Angeles. It is an alternative education high school, utilizing independent study as one means for curriculum delivery. Located at the base of the picturesque San Gabriel Mountains, it is surrounded on three sides by tree lined residential streets and the Eaton Canyon Wash and Golf Course to the east.

The Pasadena Unified School District consists of twenty-nine (29) schools; sixteen elementary, five middle schools, two K-8 schools, four traditional high schools and two alternative education schools. CIS Academy serves predominately Hispanic and African American students with a small percentage of Caucasians and Asian students in grades 9-12 (Enrollment: Sub-Section 5). The District has been experiencing declining enrollment since 2001. Part of this can be attributed to the high number of private and charter schools within the District boundaries. There are twenty-five of such schools to date, 28,164 students, age 6-17, reside within Pasadena Unified School District boundaries and only 17,300 attend PUSD Schools.

The community served by the Pasadena Unified School District is ethnically, linguistically, and economically diverse. From the 2010 Census; 137,000 people resided in the city of Pasadena; 38.8% of the population is white, 33.7% Hispanic, 14.1% Asian, 10.1% African American, all other ethnicities make up 3.2%. The median household income is \$61,450. The median price of housing is \$657,000. The median price of rentals for two-bedroom units is averaging \$1800 per month. The percent of those owning homes is 45.8%. Of the 90,934 residents over the age of twenty-five; 48% have a college degree and 67% have attended college. Twenty-one percent have not received a high-school diploma or its equivalent.

Eighty-one percent of Pasadena residents have lived in the city for at least a year; only sixty-eight percent for more than five years. Twenty-one percent of the population of over the age of twenty-five (18,653 of 90,934) do not have a high school diploma or its equivalent. Forty-six percent of the households in Pasadena speak a language other than English at home. The labor force is 18,000 strong according to 2010 census data. The poverty rate of Pasadena is 13.5%. These conditions, coupled with recent economic reality, have created a highly transitional population. This is reflected in the CIS Academy as well as the District. CIS typically serves 240-270 students at any one time. However, it serves 325-450 students in any one year. Because students are constantly coming and going this directly affects our ability to evaluate student progress based solely on standardized scores.

The ethnic enrollment of the school differs from the District in serving ten percent (10%) more Hispanic/Latino students and almost twice the ratio 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 school and district, while the Asian ratio considerably less than the city numbers.

CIS Academy began as a school program at Pasadena High School from 1990 until 2007, when it became a District program. Then in 2009, it received its own CDE Code and became an independent 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.

The CIS Academy is now spread across of nine classrooms, serving 220-240 students at any time with eight teachers, and a supporting staff consisting of the following staff, one counselor, an administrator, an office manager, a data clerk and bilingual instructional aide. The school currently serves a population of predominately “at risk” students who may be more successful in an alternative educational setting, due to following categories: credit recovery, medically fragile, students with adult issues such as teen parenting, working to support their families or professional careers (e.g. actors or performing arts), homelessness, and substance abuse. Included are students who are accelerating the pace of their education by dual enrolling in college classes. The school also serves students who are age-inappropriate to grade level, substantially behind in credits for their age, transitioning to adult school programs, and in dropout recovery. Under special circumstances, a limited number of middle school students are enrolled. Currently, there are seven students enrolled in middle school. CIS Academy is now a digital school using technology which uses Chrome books and Haiku to deliver curriculum. This year was the school's first year offering of the Careers Exploration Opportunities (CEO) which consists of our Medical Arts Program and our Careers Development Program.

CIS Academy works closely with several agencies and groups from the local community. Parent and Community organizations include the English Language Acquisition Committee and the School Site Council. This year, we have instituted community partnerships with Kaiser, Huntington Hospital, the Lions Club, City of Hope, Pet Smart, Flintridge Foundation, College Access Plan, Pasadena Bioscience Collaborative and a renewed partnership with the Community Education Center and Pasadena City College. The Sycamore Group provides students who need counseling (and have Medi-Cal) with therapeutic treatment; students who don't qualify are referred to outside agencies. The Armory, an off-campus Pasadena Art Center and Foundation, works in conjunction with the school to provide a variety of art classes to CIS students. Currently, CIS students are participating in sketching, drawing, painting and collage.

Students are also enrolled in courses offered through Pasadena City College using the CIS facilities.. These are college level classes and count as a year's credit per course for CIS students. The school also works with the LEARNS Program that offers after school activities such as Driver's Education, handball, as well as tutoring for classes.

### **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.**

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

### Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	%		14-15	15-16
African American	12	5.7%	Attendance %		
Asian	5	2.4%	Truancy %		0
Hispanic/Latino	159	75.0%	<b>Suspensions</b>		
White	30	14.2%	# of	0	0
Multiple/No Response	1	0.5%	# of individual students		
Other	9	3%	<b>Referral for Expulsions</b>		
English Learner	22	6%	# mandated	0	0
Socio-Econ. Disadvantaged	144	43%	# permissive		
Special Education	13	4%			
Foster Youth	16	5%			
<b>Total Enrollment:</b>	<b>212</b>				

#### Reclassification

Target	<b>15% increase</b>
% of students who reclassified	
% of students that moved up by 1+ levels	

### 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.
<b>Math</b>	<p>Alignment of instruction with common core and district content standards.</p> <p>In 2015-2017 develop diagnostic protocols and assessments</p> <p>Development of meaningful math modalities to improve instruction of math.</p>	Progress	<p>This year, an emphasis has changed in student evaluation by traditional PUSD high schools. More students are being received at younger ages and 'identified at-risk' and credit deficient students. In adjustment, CIS Academy is retargeting remedial academics in an effort to increase students at below-basic and far-below-basic levels into one category above., during the last California Standards Test, students improved 33% from FBB to BB levels and 10% from BB to basic. With the new CCSS initial baseline results will help guide the next year's goals</p>
<b>English Language Arts</b>	<p>Develop cross curricular projects to enhance all grade level learning</p> <p>Continued refinement and alignment with common core and district content standards.</p> <p>Implementing common core.</p>	Yes	<p>CIS Academy is re-targeting remedial academics in an effort to increase students at below-basic and far-below-basic levels into one category above. As an example, during the last year, students scoring in the lowest categories will be of primary focus. and English Language Learners performance indicators will be used for primary academic evaluations for this year. A baseline will be established this year for each of the categories</p>
<b>Closing the Gap</b>	<p>50% English learners in all grades reclassified in 2015, increase percentage to 75%</p>	Yes	<p>CIS Academy continues to lead the district reclassification of AMAO. 84.4% in AMAO 1 and 66% in AMAO 2 in 2012-13. In 2013-14 60% in AMAO 1 and 50% in AMAO 2 in five years or longer and 25% in less than five years category.</p> <p>In 2014-15 There was an EL count of 34 students for the years 2013-15 with 13 students reclassifying of 13 for a percentage of 38.2%</p> <p>More robust curriculum and maturation of programs implemented to improve attendance, Read 180 (online) and seminars taking effect. times</p> <p>CELDT testing improvement</p> <p>Targeted ELL programs and SADIE curriculum methods expanded</p>

			to targeted students
<b>Parent/Community Engagement</b>	<p>Increased attendance of parents at a back to school night and open house.</p> <p>Increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p> <p>Increase in parent involvement in meetings about At-Risk students.</p>	Yes	<p>Parents are welcomed to visit or contact CIS Academy anytime. Parents are contacted on a regular basis, primarily by live phone calls as well as recorded delivery for any students delinquent on course contracts.</p> <p>Students over 18 years of age are personally held accountable to continue enrollment.</p>
<b>School Safety, Climate and Culture</b>	<p>CIS has no security staff assigned.</p> <p>Now students gather in the parking lot or on streets adjacent to our classrooms.</p>	Yes	<p>Time records are kept on all students</p> <p>Students and visitors are monitored at all times. Greeted at door by staff members</p> <p>Students scan in daily with ID card and visitors check in through the office</p> <p>Visitors sign-in with the main office</p> <p>Emergency drills are coordinated with Pasadena High School</p> <p>Development of Blended Learning within Master teacher assignments</p> <p>Development of CEO Pathway</p>
<b>School Selected</b>	<p>Technology, development of blended instruction and learning to increase student engagement</p> <p>Development of technological skills to enhance student capabilities</p>	Yes	<p>Thesis instruction and online curriculum implemented along with classroom labs</p> <p>Development of Blended seminar classes by teachers on Haiku</p> <p>Use of Chromebooks to deliver instructions and curriculum.</p> <p>Creation of Career Exploration Opportunities(CEO) with Careers and Medical Arts programs</p>
<b>Graduation – Career/College Ready</b> Formerly CAHSEE	<p>Development of Career Class, internship and pre-apprenticeship opportunities</p> <p>Use of technology to help prepare students for college/career with soft skills</p>	Yes	<p>PCC Pathways counselor on-site weekly and a PCC admissions representative once a month.</p> <p>Three PCC classes on campus for students to concurrently enroll and Trio program to introduce higher education.</p> <p>Mosaic Arts Program, Career Program</p>

			Field trips to Pepperdine and Cal State LA
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Other Successes/Challenges/Areas for Improvement not noted above as part of a specific targeted area for improvement

<b>Success/Challenge/Area for Improvement</b>	<b>Related Goal Area (if applicable)</b>	<b>Analysis - What made success possible? For challenges or areas of improvement, address the underlying needs and potential barriers.</b>
Improve flexibility of courses offered.	Development of online, blended and flipped classrooms	There is a need to maintain a consistent, highly qualified teaching staff at CIS Academy. Also a continued emphasis on the use of technology in the classroom.
Due to our small teaching staff, there are few opportunities for elective classes available to students within the school day.	Further partnerships with outside agencies, (e.g. Armory, PCC) for classes on campus	To address the need for more elective classes, students have access to a computer lab with A+ software, which allows students to take elective classes online. This is, however, limited to amount of computers available to students in the computer lab. The addition of career and pathways programs (health careers) for elective credit
We have no field or PE related equipment available to offer students for PE Classes.	Means for a structured program to Physical Education coursework	There is a need for more room on campus including a field and equipment to allow for other PE related activities. Twilight school added (evening high school) which has a PE component.
Reopen Teen Parent Program	Dependent on funding available	Hire teacher, create space for students and the development of child and health program.
Career Readiness and Pathways College Fairs and Field trips	Identifying career objective beyond High School	100% of all seniors will prepare a professional job resume.  Development of Career Planning curriculum using employer based skill sets and training methods.

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

Area of Focus	School Targets
<b>Math</b>	CIS Academy is retargeting remedial academics in an effort to increase students at below-basic and far-below-basic levels into one category above. Better assessment tools for teachers to be implemented
<b>English Language Arts</b>	CIS Academy is retargeting remedial academics in an effort to increase students at below-basic and far-below-basic levels into one category above. CAHSEE and English Language Learners performance strains will be used for academic evaluations.
<b>Closing the Gap-</b> must include one indicator for EL	90% of English Learners will meet AMAO 1 70% of English Learners will meet AMAO 2 75% of our English Learners will be reclassified CAHSEE exam pass rates to be increased by 20% in the 10th and 11th grades All Foster Care Students transcripts to be evaluated. Incomplete course lessons will be made up. Students will be placed on track to graduate with AB 215 district requirements or above to transfer to a traditional school site.
<b>Parent and Community Engagement</b>	The number of parents and community members participating in school events and parent/teacher conferences will approach 98%
<b>School Safety, Climate and Culture</b>	Increase number of schoolwide activities for students
<b>School Selected*</b>	Seminar Chemistry course, incorporating hands-on labs utilizing kits purchased from Flinn scientific Develop projects to supplement presented in seminars. Expanded Biology seminar with greater focus on lab instruction.
<b>Graduation/Career and College Ready (High Schools Only) –</b> must include an indicator for CAHSEE	All students must participate in Careers Class and develop a personal portfolio

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

	<b>PRIORITIES</b>	<b>CDE MEASURES(not exhaustive list)</b> <b>These are the measures identified within the LCAP as per CDE</b>
<b>Conditions for Learning</b>	<b>Basics (B)</b>	<ul style="list-style-type: none"> <li>• Rate of teacher misassignment</li> <li>• Student access to standards-aligned instructional materials</li> <li>• Facilities in good repair</li> </ul>
	<b>Implementation of CCSS (CCSS)</b>	<ul style="list-style-type: none"> <li>• Implementation of CCSS for all students, including EL's and students</li> </ul>
	<b>Course Access (CA)</b>	<ul style="list-style-type: none"> <li>• Student access and enrollment in a broad course of study that includes all of the subject areas</li> </ul>
<b>Student Outcomes</b>	<b>Student Achievement (SA)</b>	<ul style="list-style-type: none"> <li>• Performance on standardized tests</li> <li>• Score on API</li> <li>• Share of students that are college and career ready</li> <li>• Share of ELs that become English proficient</li> <li>• EL reclassification rate</li> <li>• Share of students that pass AP exams with 3 or higher</li> <li>• Share of students determined prepared for college as measure by the EAP</li> </ul>
	<b>Other Student Outcomes (OSO)</b>	<ul style="list-style-type: none"> <li>• Other indicators of student performance in required areas of study. May include performance on other exams</li> </ul>
<b>Engagement</b>	<b>Parent Involvement (PI)</b>	<ul style="list-style-type: none"> <li>• Efforts to seek parent input</li> <li>• Promotion of parental participation</li> </ul>
	<b>Student Engagement (SE)</b>	<ul style="list-style-type: none"> <li>• School attendance rates</li> <li>• Chronic absenteeism rates,</li> <li>• Middle and high school drop out rates</li> <li>• Graduation rates</li> </ul>
	<b>School Climate (SC)</b>	<ul style="list-style-type: none"> <li>• Student suspension rates</li> <li>• Student expulsion rates</li> <li>• Other local measures</li> </ul>

## Planned Improvements in Student Performance – Target/Goal Page

<p><b>Target : <i>(insert annual target/goal)</i></b>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>                  All students, including EL's, SED, SWD and foster youth, have access to the highest quality education while preparing for college and career throughout their educational experience via multiple PUSD academic programs</p>	
<p>Area of Focus:                  X Math <b>(LCAP: SA, CA, OSO, CCSS)</b>                  X English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b>                  X Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b>                  Parent and Community Engagement <b>(LCAP:PI)</b></p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b>                  X Graduation/College and Career Ready <b>(LCAP: SA)</b>                  (High Schools only – must include an indicator for CAHSEE)                  School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

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
<p>Math: Alignment of instruction with state and district content standards.</p> <p>In 2016-17 80% of 10th grade students passed the participated in Common Core Testing</p> <p>Development of meaningful math models to improve instruction of math.</p> <p>100% of K-12 Math classes implement CCSS-aligned scope and sequence</p>	<p>Students will demonstrate mastery on strands of work that are aligned with content standards.</p> <p>Ten Marks and Kagan strategies have been added to seminars.</p> <p>.Introduction of Project Based learning activities to seminars along with introduction of cross curriculum activities and projects</p> <p>Motivational videos Vocabulary, Word Walls; and video tutorials are linked to practice tests and seminars.</p>	<p>Collaborative discussions among staff to develop methods that will engender interest by students.</p> <p>Targeted goal for all 10th grade students to reach a passing rate of 85% in 2016-2017</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded</p> <p>LCAP 6000</p> <p>None Specified</p> <p>None Specified</p>	<p>Collaborative activities will be on going on a biweekly basis, teachers will subjectively assess interest levels in seminars. As well as, by attendance and participation.</p> <p>Weekly and unit exams and quarterlies will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p>	<p>Curriculum and ancillary activities are part of the professional duties.</p> <p>Developed blended curriculum delivery.</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests and district quarterly exams.</p>					
<p>English: Alignment of instruction with state and district content standards.</p> <p>Development of meaningful English modalities to improve instruction of English</p> <p>LCAP Goal: Using baseline 13-14 data of 20% students meeting A-G UC/CSU requirements</p> <p>Increase by 15% passing rate of 3 pr better on all AP exams</p> <p>Increase by 10% resulting in 50% Increase in participation on the tests</p> <p>Percentage of students renrolled in Honors, AP or IB courses increase by 5% - Increased student access to include EL students, Foster Youth, students with disabilities and low income students to rigorous</p>	<p>Students will demonstrate mastery on strands of work that are aligned with content standards.</p> <p>Haiku, Blended Learning and Kagan strategies have been added to all English seminars.</p> <p>Project Based Learning activities</p> <p>Motivational videos Vocabulary, Word Walls; and video tutorials are linked to practice tests and lectures.</p> <p>Students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests and district quarterly exams.</p>	<p>Collaborative discussions among staff to develop methods that will engender interest by students.</p> <p>Targeted goal for all 10th grade students to reach a passing rate of 85% in 2016-2017.</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP</p> <p>4000</p>	<p>Collaborative activities will be on going on a biweekly basis, teachers will subjectively assess interest levels in seminars. As well as, by attendance and participation.</p> <p>Weekly and unit exams and quarterlies will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p>	<p>Curriculum and ancillary activities are part of the professional duties.</p> <p>Developed blended curriculum delivery.</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>courses such as honors, AP and IB</p> <p>Implementation of AP prep program to provide increased course access and success for all students</p> <p>Increase participation on EAP of students meeting the eligibility criteria by 10%</p> <p>100% of K-12 ELA classes implement CCSS-aligned scope and sequence</p>						
<p>Closing the Gap (EL): Increased graduation rates</p> <p>Increased access to A-G courses</p> <p>Increased access to Honors and AP courses</p> <p>Increase the reclassification rate by not lower than 15% each year (based on each site) until all EL students are reclassified</p> <p>Each EL will increase their proficiency level each year along the proficiency continuum</p>	<p>The percentage of English learners scoring proficient or higher will increase from 13% to 20% as measured on the spring 2014 administration of the ELA portion of the CST.</p> <p>In 2016 African American students will increase in proficiency by 40% or higher.</p> <p>In 2016-17 the percentage of English Language Learners reclassifying will increase from 50% to 75%</p>	<p>Identification of ELL students with cooperation of CELDT leader.</p> <p>Developing specific strategies for enhancing student comprehension of various skill sets.</p> <p>Development of course specific modalities to overcome language difficulties.</p> <p>Include skill sets that stress writing across the curriculum.</p> <p>Practice Smarter Balance test type questions administered on a regular</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF-LCAP 6000</p>	<p>Ongoing:</p> <p>Observations and various types of assessments will be used often by-weekly.</p> <p>Data will be shared among stake holders on a bi-weekly basis.</p> <p>Some degree of subjective qualitative observation to assess the degree to which learning is progressing.</p>	<p>Activities and planning are part of job description.</p> <p>Stipend for CELDT leader.</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
		<p>basis.</p> <p>Implementation of Read 180.</p> <p>Implementation of Writing Across the Curriculum.</p> <p>Introduction of Elloquence and scaffolded lessons as supplemental materials</p>			<p>Writing and reading activities to determine the extent of quantifiable growth.</p> <p>Smarter Balance practice type exam questions, unit tests quarterlies to provide more quantifiable data.</p>	
<p>Graduation/College and Career Ready: 100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction and seminars.</p>	<p>Collaborative planning and lessons that support career planning.</p> <p>Advisory meetings to identify areas of need in instruction.</p> <p>Implementation of LMS, online Learning management systems (Haiku, Thesys, Intelligent papers).</p> <p>Lessons aligned with Common Core Standards and SDAIE/ EL strategies.</p>	<p>Students will exhibit skills in classroom activities and assessments.</p> <p>Tier II students will exhibit skills through on the job training monitored by the instructor.</p> <p>Weekly related instruction of core employer competencies.</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Site Formula Funds</p> <p>5000</p>	<p>ROP instructor creating and implementing a blended learning curriculum using Haiku and Thesys.</p>	

**Planned Improvements in Student Performance – Target/Goal Page**

<p>Target : <i>(insert annual target/goal)</i>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>                  Common Core-aligned instruction implemented and Common Core-aligned materials disseminated to all schools and to all classrooms K-12 (2,13)</p>	
Area of Focus: X Math <b>(LCAP: SA, CA, OSO, CCSS)</b> X English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> X Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> Parent and Community Engagement <b>(LCAP:PI)</b>	School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, 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
Closing the Gap (EL): Increased graduation rates  Increased access to A-G courses  Increased access to Honors and AP courses  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	In 2015 African America students will increase in proficiency by 40% or higher.  Hispanic students will increase reclassification rate from 50% proficient or higher to 75% proficient or higher in 2016-7	Identification of ELL students with cooperation of CELDT leader.  Developing specific strategies for enhancing student comprehension of various skill sets which will be incorporated in Project Based Learning and cross-curricular curriculum  Development of course specific modalities to overcome language difficulties.  Include skill sets that stress writing across the curriculum.  Practice Smarter Balance	5000-5999: Services And Other Operating Expenditures  None Specified  None Specified	LCAP  6000	Ongoing:  Observations and various types of assessments will be used often by-weekly.  Data will be shared among stake holders on a bi-weekly basis.  Some degree of subjective qualitative observation to assess the degree to which learning is progressing.	Activities and planning are part of job description.  Stipend for CELDT leader.

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
		<p>test type questions administered on a regular basis.</p> <p>Implementation of Read 180. and Elloquence</p> <p>Implementation of Writing Across the Curriculum.</p>			<p>Writing and reading activities to determine the extent of quantifiable growth.</p> <p>Smarter Balance practice type exam questions, unit tests quarterlies to provide more quantifiable data.</p>	
<p>Math: Alignment of instruction with state and district content standards.</p> <p>Development of meaningful math models to improve instruction of math.</p> <p>100% of K-12 Math classes implement CCSS-aligned scope and sequence</p>	<p>Students will demonstrate mastery on strands of work that are aligned with content standards.</p> <p>Ten Marks and Kagan strategies have been added to seminars.</p> <p>Motivational videos Vocabulary, Word Walls; and video tutorials are linked to practice tests and lectures.</p> <p>Students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests and district quarterly exams.</p>	<p>Collaborative discussions among staff to develop methods that will engender interest by students.</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP</p> <p>6000</p>	<p>Collaborative activities will be on going on a biweekly basis, teachers will subjectively assess interest levels in seminars. As well as, by attendance and participation.</p> <p>Weekly and unit exams and quarterlies will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p>	<p>Curriculum and ancillary activities are part of the professional duties.</p> <p>Developed blended curriculum delivery.</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>English: Alignment of instruction with state and district content standards.</p> <p>Development of meaningful English modalities to improve instruction of English</p> <p>LCAP Goal: Using baseline 13-14 data of 20% students meeting A-G UC/CSU requirements</p> <p>Increase by 15% passing rate of 3 pr better on all AP exams</p> <p>Increase by 10% resulting in 50% Increase in participation on the tests</p> <p>Percentage of students renrolled in Honors, AP or IB courses increase by 5% - Increased student access to include EL students, Foster Youth, students with disabilities and low income students to rigorous courses such as honors, AP and IB</p> <p>Implementation of AP prep program to provide increased course access and success for all students</p>	<p>Students will demonstrate mastery on strands of work that are aligned with content standards.</p> <p>Haiku, Blended Learning and Kagan strategies have been added to CAHSEE and all English seminars.</p> <p>Motivational videos Vocabulary, Word Walls; and video tutorials are linked to practice tests and lectures.</p> <p>Students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests and district quarterly exams.</p>	<p>Collaborative discussions among staff to develop methods that will engender interest by students.</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP</p> <p>4000</p>	<p>Collaborative activities will be on going on a biweekly basis, teachers will subjectively assess interest levels in seminars. As well as, by attendance and participation.</p> <p>Weekly and unit exams and quarterlies will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p>	<p>Curriculum and ancillary activities are part of the professional duties.</p> <p>Developed blended curriculum delivery.</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Increase participation on EAP of students meeting the eligibility criteria by 10%</p> <p>100% of K-12 ELA classes implement CCSS-aligned scope and sequence</p>						
<p>Technology: Curriculum is being debated for common core standards. Smarter balance and other deciders will guide curriculum assessment.</p>	<p>On key standards based strands within each course, 30% of students will demonstrate mastery as determined by standards based teacher created exams.</p> <p>The independent variable will reflect what is actually covered in class.</p>	<p>Reevaluation of teaching strategies in light of:</p> <ul style="list-style-type: none"> <li>• PUSD quarterlies</li> <li>• Class structure</li> <li>• Test preparation</li> <li>• Methods to engender interest by students</li> </ul> <p>Analysis of student science based activities.</p> <p>Development of supplemental lab activities.</p> <p>Acquisition of the proper equipment and facilities to have basic lab experiences.</p> <p>Collaborative work on curriculum modification to meet standards quarterly assessments and lab activities.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Site Formula Funds 5000</p> <p>LCFF-LCAP 5000</p>	<p>Ongoing:</p> <p>Teachers will redesign the curriculum to make it more flexible and student friendly.</p> <p>The implementation of lab activities will occur when facilities are made available.</p> <p>Weekly assessments to determine the depth of understanding.</p> <p>Assessment data will be analyzed and correction in modality will be implemented as it is appropriate.</p>	<p>Curriculum modification as part of job description.</p> <p>Cost to modify and equip labs for Biology, Chemistry, Physics and Earth Science \$40,000 minimum.</p> <p>To go virtual labs \$20,000.00 for the computers and hand held devices.</p>

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

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : (insert annual target/goal)</b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b> All students subgroups in K-12 demonstrate an increased rate of grade-level proficiency in all core content area	
Area of Focus: X Math <b>(LCAP: SA, CA, OSO, CCSS)</b> X English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> X Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> Parent and Community Engagement <b>(LCAP:PI)</b>	School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, 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
Closing the Gap (EL): Increased graduation rates  Increased access to A-G courses  Increased access to Honors and AP courses  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	The percentage of English learners scoring proficient or higher will increase from 13% to 20% as measured on the spring 2014 administration of the ELA portion of the CST.  In 2015 African America students will increase in proficiency by 40% or higher.  Increase reclassification of English Language Learners from 50% to 75%	Identification of ELL students with cooperation of CELDT leader.  Developing specific strategies for enhancing student comprehension of various skill sets.  Development of course specific modalities to overcome language difficulties.  Include skill sets that stress writing across the curriculum.  Practice Smarter Balance test type questions administered on a regular basis.	5000-5999: Services And Other Operating Expenditures  None Specified  None Specified	LCFF-LCAP  6000	Ongoing:  Observations and various types of assessments will be used often by-weekly.  Data will be shared among stake holders on a bi-weekly basis.  Some degree of subjective qualitative observation to assess the degree to which learning is progressing.  Writing and	Activities and planning are part of job description.  Stipend for CELDT leader.

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
		<p>Implementation of Read 180 and Elloquence</p> <p>Implementation of Writing Across the Curriculum.</p>			<p>reading activities to determine the extent of quantifiable growth.</p> <p>Smarter Balance practice type exam questions, unit tests quarterlies to provide more quantifiable data.</p>	
<p>Math:</p> <p>Alignment of instruction with state and district content standards.</p> <p>In 2016-2017, 85% of 10th grade students participate the Math portion of Common Core Testing</p> <p>Development of meaningful math models to improve instruction of math.</p> <p>100% of K-12 Math classes implement CCSS-aligned scope and sequence</p>	<p>Students will demonstrate mastery on strands of work that are aligned with content standards.</p> <p>Ten Marks and Kagan strategies have been added to seminars.</p> <p>Motivational videos Vocabulary, Word Walls; and video tutorials are linked to practice tests and lectures.</p> <p>Students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests and district quarterly exams.</p>	<p>Collaborative discussions among staff to develop methods that will engender interest by students.</p> <p>Targeted goal for all 10th grade students to reach a passing rate of 63% in 2014-2015.</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP</p> <p>6000</p>	<p>Collaborative activities will be on going on a biweekly basis, teachers will subjectively assess interest levels in seminars. As well as, by attendance and participation.</p> <p>Weekly and unit exams and quarterlies will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p>	<p>Curriculum and ancillary activities are part of the professional duties.</p> <p>Developed blended curriculum delivery.</p>
<p>English:</p>	<p>Students will demonstrate</p>	<p>Collaborative discussions</p>	<p>4000-4999: Books And</p>		<p>Collaborative</p>	<p>Curriculum</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Alignment of instruction with state and district content standards.</p> <p>Development of meaningful English modalities to improve instruction of English</p> <p>LCAP Goal: Using baseline 13-14 data of 20% students meeting A-G UC/CSU requirements</p> <p>Increase by 15% passing rate of 3 pr better on all AP exams</p> <p>Increase by 10% resulting in 50% Increase in participation on the tests</p> <p>Percentage of students renrolled in Honors, AP or IB courses increase by 5% - Increased student access to include EL students, Foster Youth, students with disabilities and low income students to rigorous courses such as honors, AP and IB</p> <p>Implementation of AP prep program to provide increased course access and success for all students</p>	<p>mastery on strands of work that are aligned with content standards.</p> <p>Haiku, Blended Learning and Kagan strategies have been added to and all English seminars.</p> <p>Motivational videos Vocabulary, Word Walls; and video tutorials are linked to practice tests and lectures.</p> <p>Students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests and district quarterly exams.</p>	<p>among staff to develop methods that will engender interest by students.</p> <p>Targeted goal for all 10th grade students to reach a passing rate of 63% in 2014-2015.</p>	<p>Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>		<p>activities will be on going on a biweekly basis, teachers will subjectively assess interest levels in seminars. As well as, by attendance and participation.</p> <p>Weekly and unit exams and quarterlies will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p>	<p>and ancillary activities are part of the professional duties.</p> <p>Developed blended curriculum delivery.</p>

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<p>Increase participation on EAP of students meeting the eligibility criteria by 10%</p> <p>100% of K-12 ELA classes implement CCSS-aligned scope and sequence</p>						
<p>Technology: Curriculum is being debated for common core standards. Smarter balance and other deciders will guide curriculum assessment.</p>	<p>On key standards based strands within each course, 30% of students will demonstrate mastery as determined by standards based teacher created exams.</p> <p>The independent variable will reflect what is actually covered in class.</p>	<p>Reevaluation of teaching strategies in light of:</p> <ul style="list-style-type: none"> <li>• PUSD quarterlies</li> <li>• Class structure</li> <li>• Test preparation</li> <li>• Methods to engender interest by students</li> </ul> <p>Analysis of student science based activities.</p> <p>Development of supplemental lab activities.</p> <p>Acquisition of the proper equipment and facilities to have basic lab experiences.</p> <p>Collaborative work on curriculum modification to meet standards quarterly assessments and lab activities.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF-LCAP</p> <p>Site Formula Funds</p> <p>5000</p> <p>5000</p>	<p>Ongoing:</p> <p>Teachers will redesign the curriculum to make it more flexible and student friendly.</p> <p>The implementation of lab activities will occur when facilities are made available.</p> <p>Weekly assessments to determine the depth of understanding.</p> <p>Assessment data will be analyzed and correction in modality will be implemented as it is appropriate.</p>	<p>Curriculum modification as part of job description.</p> <p>Cost to modify and equip labs for Biology, Chemistry, Physics and Earth Science \$40,000 minimum.</p> <p>To go virtual labs \$10,000.00 for the computers and hand held devices.</p>

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

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : (insert annual target/goal)</b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b> Resources provided to ensure systems are established and implemented to identify foster youth, enroll them in 3 days, and transfer all possible high school credits; academic and engagement results for foster youth are comparable to students not in foster care.	
Area of Focus: Math <b>(LCAP: SA, CA, OSO, CCSS)</b> English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> X Parent and Community Engagement <b>(LCAP:PI)</b>	X School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> X Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, 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
Parent and Community Engagement: Increased attendance of parents at a back to school night and open house.  Increased parental involvement by parents at student counselor-teacher parent meetings.  Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.  Increase in parent involvement in meetings about At-Risk students.	Establishment of base-line indicators for attendance at back to school night and open house.  Contact with parents in face-to-face meetings will increase from 56% to 70% in meetings with counselors and teachers.	Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings.  Enhancement of web site to promulgate parent interest and involvement.  Parent friendly approach adopted by faculty and staff.	5000-5999: Services And Other Operating Expenditures  5900: Communications	LCFF - Supplemental 3500  None Specified	Ongoing:  September 2014 through June 2015.  Review attendance data from events.  Teachers keep records of kinds and types of parental contacts.  Web-site interactive numbers and requests from parents will be tallied.	Newsletter postage paper \$3,000.00.

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<p>School Safety: CIS has no security staff assigned.</p> <p>Now students gather in the parking lot or on streets adjacent to our classrooms.</p>	<p>District will upgrade the existing PHS surveillance system to monitor the exterior and interior of the campus.</p>	<p>The district will upgrade the current surveillance system to enable staff and police to see unauthorized persons lingering in the parking areas and areas adjacent to the CIS classrooms.</p> <p>CIS staff will continue to go outside and physically inspect the parking lot and building parameter.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5900: Communications</p>	<p>Site Formula Funds      1500</p>	<p>Selected members of the CIS leadership team will participate in training with the PHS administrative and security staff on an annual basis to maximize use of the surveillance system.</p>	
<p>Graduation/College and Career Ready: 100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction and seminars.</p>	<p>Collaborative planning and lessons that support career planning.</p> <p>Advisory meetings to identify areas of need in instruction.</p> <p>Implementation of LMS, online Learning management systems (Haiku, Thesys, Intelligent papers).</p> <p>Lessons aligned with Common Core Standards and SDAIE/ EL strategies.</p>	<p>Students will exhibit skills in classroom activities and assessments.</p> <p>Tier II students will exhibit skills through on the job training monitored by the instructor.</p> <p>Weekly related instruction of core employer competencies.</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Site Formula Funds      5000</p>	<p>ROP instructor creating and implementing a blended learning curriculum using Haiku and Thesys.</p>	

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : (insert annual target/goal)</b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b> Attract, train and retain quality personnel through investing in human capital, training with regards to the needs of subgroups and new educational technology (9,17)	
Area of Focus: Math <b>(LCAP: SA, CA, OSO, CCSS)</b> English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> Parent and Community Engagement <b>(LCAP:PI)</b>	X School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> X Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, 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
School Safety: CIS has no security staff assigned.  Now students gather in the parking lot or on streets adjacent to our classrooms.	District will upgrade the existing PHS surveillance system to monitor the exterior and interior of the campus.	The district will upgrade the current surveillance system to enable staff and police to see unauthorized persons lingering in the parking areas and areas adjacent to the CIS classrooms.  CIS staff will continue to go outside and physically inspect the parking lot and building parameter.		General Fund                      500	Selected members of the CIS leadership team will participate in training with the PHS administrative and security staff on an annual basis to maximize use of the surveillance system.	
Graduation/College and Career Ready: 100% of all seniors will prepare a professional job resume.  Development of Career Planning curriculum using	Collaborative planning and lessons that support career planning.  Advisory meetings to identify areas of need in instruction.	Students will exhibit skills in classroom activities and assessments.  Tier II students will exhibit skills through on the job training monitored by the instructor.		LCFF - Supplemental                      5000	ROP instructor creating and implementing a blended learning curriculum using Haiku and Thesys.	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction and seminars.</p>	<p>Implementation of LMS, online Learning management systems (Haiku, Thesys, Intelligent papers).</p> <p>Lessons aligned with Common Core Standards and SDAIE/ EL strategies.</p>	<p>Weekly related instruction of core employer competencies.</p>				
<p>Technology: Curriculum is being debated for common core standards. Smarter balance and other deciders will guide curriculum assessment.</p>	<p>On key standards based strands within each course, 30% of students will demonstrate mastery as determined by standards based teacher created exams.</p> <p>The independent variable will reflect what is actually covered in class.</p>	<p>Reevaluation of teaching strategies in light of:</p> <ul style="list-style-type: none"> <li>• PUSD quarterlies</li> <li>• Class structure</li> <li>• Test preparation</li> <li>• Methods to engender interest by students</li> </ul> <p>Analysis of student science based activities.</p> <p>Development of supplemental lab activities.</p> <p>Acquisition of the proper equipment and facilities to have basic lab experiences.</p> <p>Collaborative work on curriculum modification to meet standards quarterly assessments and lab activities.</p>		<p>LCAP 5000</p> <p>Site Formula Funds 5000</p>	<p>Ongoing:</p> <p>Teachers will redesign the curriculum to make it more flexible and student friendly.</p> <p>The implementation of lab activities will occur when facilities are made available.</p> <p>Weekly assessments to determine the depth of understanding.</p> <p>Assessment data will be analyzed and correction in modality will be implemented as it</p>	<p>Curriculum modification as part of job description.</p> <p>Cost to modify and equip labs for Biology, Chemistry, Physics and Earth Science \$40,000 minimum.</p> <p>To go virtual labs \$20,000.00 for the computers and hand held devices.</p>

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

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : (insert annual target/goal)</b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b> Students will be in school everyday in an environment that is safe, caring and conducive to learning (10,11)	
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)	X School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X 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
			None Specified			S
School Safety: CIS has no security staff assigned.  Now students gather in the parking lot or on streets adjacent to our classrooms.	District will upgrade the existing PHS surveillance system to monitor the exterior and interior of the campus.	The district will upgrade the current surveillance system to enable staff and police to see unauthorized persons lingering in the parking areas and areas adjacent to the CIS classrooms.  CIS staff will continue to go outside and physically inspect the parking lot and building parameter.	5000-5999: Services And Other Operating Expenditures  5900: Communications	District Funded  500	Selected members of the CIS leadership team will participate in training with the PHS administrative and security staff on an annual basis to maximize use of the surveillance system.	
Parent and Community Engagement: Increased attendance of parents at a back to school night and open house.	Establishment of base-line indicators for attendance at back to school night and open house.  Contact with parents in	Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings.	5000-5999: Services And Other Operating Expenditures  5900: Communications	LCAP  3000	Ongoing:  September 2014 through June 2015.	Newsletter postage paper \$3,000.00.

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p> <p>Increase in parent involvement in meetings about At-Risk students.</p>	<p>face-to-face meetings will increase from 56% to 70% in meetings with counselors and teachers.</p>	<p>Enhancement of web site to promulgate parent interest and involvement.</p> <p>Parent friendly approach adopted by faculty and staff.</p>			<p>Review attendance data from events.</p> <p>Teachers keep records of kinds and types of parental contacts.</p> <p>Web-site interactive numbers and requests from parents will be tallied.</p>	
<p>Graduation/College and Career Ready: 100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction and seminars.</p>	<p>Collaborative planning and lessons that support career planning.</p> <p>Advisory meetings to identify areas of need in instruction.</p> <p>Implementation of LMS, online Learning management systems (Haiku, Thesys, Intelligent papers).</p> <p>Lessons aligned with Common Core Standards and SDAIE/ EL strategies.</p>	<p>Students will exhibit skills in classroom activities and assessments.</p> <p>Tier II students will exhibit skills through on the job training monitored by the instructor.</p> <p>Weekly related instruction of core employer competencies.</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Site Formula Funds 5000</p> <p>LCFF-LCAP 5000</p>	<p>CTE instructor creating and implementing a blended learning curriculum using Haiku and Thesys.</p>	

## Planned Improvements in Student Performance – Target/Goal Page

<p><b>Target : <i>(insert annual target/goal)</i></b>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>                  Promote a welcoming and inclusive environment for all stakeholders and ensure all parents and guardians have the opportunity to acquire the knowledge, information and skills needed to support their children's success in school (19, 20)</p>	
Area of Focus: Math <b>(LCAP: SA, CA, OSO, CCSS)</b> English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> X Parent and Community Engagement <b>(LCAP:PI)</b>	X School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> X Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, 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
Technology: Curriculum is being debated for common core standards. Smarter balance and other deciders will guide curriculum assessment.	On key standards based strands within each course, 30% of students will demonstrate mastery as determined by standards based teacher created exams.  The independent variable will reflect what is actually covered in class.	Reevaluation of teaching strategies in light of: <ul style="list-style-type: none"> <li>• PUSD quarterlies</li> <li>• Class structure</li> <li>• Test preparation</li> <li>• Methods to engender interest by students</li> </ul> Analysis of student science based activities.  Development of supplemental lab activities.  Acquisition of the proper equipment and facilities to have basic lab experiences.  Collaborative work on curriculum modification to meet standards quarterly	5000-5999: Services And Other Operating Expenditures	LCAP 5000  District Funded 5000  None Specified	Ongoing:  Teachers will redesign the curriculum to make it more flexible and student friendly.  The implementation of lab activities will occur when facilities are made available.  Weekly assessments to determine the depth of understanding.	Curriculum modification as part of job description.  Cost to modify and equip labs for Biology, Chemistry, Physics and Earth Science \$40,000 minimum.  To go virtual labs \$20,000.00 for the computers and hand held devices.

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
		<p>assessments and lab activities.</p>			<p>Assessment data will be analyzed and correction in modality will be implemented as it is appropriate.</p>	
<p>Parent and Community Engagement:</p> <p>Increased attendance of parents at a back to school night and open house.</p> <p>Increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p> <p>Increase in parent involvement in meetings about At-Risk students.</p>	<p>Establishment of base-line indicators for attendance at back to school night and open house.</p> <p>Contact with parents in face-to-face meetings will increase from 56% to 70% in meetings with counselors and teachers.</p>	<p>Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings.</p> <p>Enhancement of web site to promulgate parent interest and involvement.</p> <p>Parent friendly approach adopted by faculty and staff.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5900: Communications</p>	<p>LCFF - Supplemental 3000</p>	<p>Ongoing:</p> <p>September 2014 through June 2015.</p> <p>Review attendance data from events.</p> <p>Teachers keep records of kinds and types of parental contacts.</p> <p>Web-site interactive numbers and requests from parents will be tallied.</p>	<p>Newsletter postage paper \$3,000.00.</p>
<p>School Safety:</p> <p>CIS has no security staff assigned.</p> <p>Now students gather in the parking lot or on streets adjacent to our classrooms.</p>	<p>District will upgrade the existing PHS surveillance system to monitor the exterior and interior of the campus.</p>	<p>The district will upgrade the current surveillance system to enable staff and police to see unauthorized persons lingering in the parking areas and areas adjacent to the CIS classrooms.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5900: Communications</p>	<p>District Funded 500</p>	<p>Selected members of the CIS leadership team will participate in training with the PHS administrative and security staff</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
		<p>CIS staff will continue to go outside and physically inspect the parking lot and building parameter.</p>			<p>on an annual basis to maximize use of the surveillance system.</p>	
<p>Graduation/College and Career Ready: 100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction and seminars.</p>	<p>Collaborative planning and lessons that support career planning.</p> <p>Advisory meetings to identify areas of need in instruction.</p> <p>Implementation of LMS, online Learning management systems (Haiku, Thesys, Intelligent papers).</p> <p>Lessons aligned with Common Core Standards and SDAIE/ EL strategies.</p>	<p>Students will exhibit skills in classroom activities and assessments.</p> <p>Tier II students will exhibit skills through on the job training monitored by the instructor.</p> <p>Weekly related instruction of core employer competencies.</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCAP 5000</p> <p>District Funded 5000</p>	<p>CTE instructor creating and implementing a blended learning curriculum using Haiku and Thesys.</p>	

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : (insert annual target/goal)</b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b> Develop and implement effective, transparent, efficient processes and systems that result in responsive and efficient service to school sites (18)	
Area of Focus: Math <b>(LCAP: SA, CA, OSO, CCSS)</b> English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> X Parent and Community Engagement <b>(LCAP:PI)</b>	School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> X Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, 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
Graduation/College and Career Ready: 100% of all seniors will prepare a professional job resume.  Development of Career Planning curriculum using employer based skill sets and training methods.  Development of instructional strategies that incorporate EL emphasis in instruction and seminars.	Collaborative planning and lessons that support career planning.  Advisory meetings to identify areas of need in instruction.  Implementation of LMS, online Learning management systems (Haiku, Thesys, Intelligent papers).  Lessons aligned with Common Core Standards and SDAIE/ EL strategies.	Students will exhibit skills in classroom activities and assessments.  Tier II students will exhibit skills through on the job training monitored by the instructor.  Weekly related instruction of core employer competencies.	4000-4999: Books And Supplies  5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental      5000	ROP instructor creating and implementing a blended learning curriculum using Haiku and Thesys.	
Parent and Community Engagement: Increased attendance of	Establishment of base-line indicators for attendance at back to school night and	Continued due diligence in written, voice and e-mail communication to	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental      3500	Ongoing:  August      2016	Newsletter postage paper \$3,000.00.

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>parents at back to school night and open house.</p> <p>Increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p> <p>Increase in parent involvement in meetings about At-Risk students.</p> <p>Increase parents involvement in student educational process</p>	<p>open house.</p> <p>Contact with parents in face-to-face meetings will increase from 56% to 70% in meetings with counselors and teachers.</p> <p>Offer more district programs for parents and adults</p>	<p>encourage visits by parents for meetings.</p> <p>Enhancement of web site to promulgate parent interest and involvement.</p> <p>Parent friendly approach adopted by faculty and staff.</p> <p>Will develop capacity this year</p>	<p>5900: Communications</p>		<p>through June 2017.</p> <p>Review attendance data from events.</p> <p>Teachers keep records of kinds and types of parental contacts.</p> <p>Web-site interactive numbers and requests from parents will be tallied.</p>	
<p>Technology: Curriculum is being debated for common core standards. Smarter balance and other deciders will guide curriculum assessment.</p>	<p>On key standards based strands within each course, 30% of students will demonstrate mastery as determined by standards based teacher created exams.</p> <p>The independent variable will reflect what is actually covered in class.</p> <p>Development of Blended classes</p>	<p>Reevaluation of teaching strategies in light of:</p> <ul style="list-style-type: none"> <li>• PUSD quarterlies</li> <li>• Class structure</li> <li>• Test preparation</li> <li>• Methods to engender interest by students</li> </ul> <p>Analysis of student science based activities.</p> <p>Development of supplemental lab activities.</p> <p>Acquisition of the proper</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF-LCAP 5000</p> <p>Site Formula Funds 5000</p>	<p>Ongoing:</p> <p>Teachers will redesign the curriculum to make it more flexible and student friendly.</p> <p>The implementation of lab activities will occur when facilities are made available.</p>	<p>Curriculum modification as part of job description.</p> <p>Cost to modify and equip labs for Biology, Chemistry, Physics and Earth Science \$40,000 minimum.</p> <p>To go virtual labs</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
		<p>equipment and facilities to have basic lab experiences.</p> <p>Collaborative work on curriculum modification to meet standards quarterly assessments and lab activities.</p>			<p>Weekly assessments to determine the depth of understanding.</p> <p>Assessment data will be analyzed and correction in modality will be implemented as it is appropriate.</p>	<p>\$20,000.00 for the computers and hand held devices.</p>

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : (insert annual target/goal)</b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b> 21st century infrastructure; facilities in good repair (12)	
Area of Focus: Math <b>(LCAP: SA, CA, OSO, CCSS)</b> English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> Parent and Community Engagement <b>(LCAP:PI)</b>	X School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> X Graduation/College and Career Ready <b>(LCAP: SA)</b> (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
School Safety: CIS has no security staff assigned.  Now students gather in the parking lot or on streets adjacent to our classrooms.	District will upgrade the existing PHS surveillance system to monitor the exterior and interior of the campus.	The district will upgrade the current surveillance system to enable staff and police to see unauthorized persons lingering in the parking areas and areas adjacent to the CIS classrooms.  CIS staff will continue to go outside and physically inspect the parking lot and building parameter.	5900: Communications  5000-5999: Services And Other Operating Expenditures	Site Formula Funds      1500	Selected members of the CIS leadership team will participate in training with the PHS administrative and security staff on an annual basis to maximize use of the surveillance system.	
Graduation/College and Career Ready: 100% of all seniors will prepare a professional job resume.  Development of Career Planning curriculum using	Collaborative planning and lessons that support career planning.  Advisory meetings to identify areas of need in instruction.	Students will exhibit skills in classroom activities and assessments.  Tier II students will exhibit skills through on the job training monitored by the instructor.	4000-4999: Books And Supplies  5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds      4000  LCFF - Supplemental      5000	CTE instructor creating and implementing a blended learning curriculum using Haiku and Thesys.	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction and seminars.</p>	<p>Implementation of LMS, online Learning management systems (Haiku, Thesys, Intelligent papers).</p> <p>Lessons aligned with Common Core Standards and SDAIE/ EL strategies.</p>	<p>Weekly related instruction of core employer competencies.</p>				

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : (insert annual target/goal)</b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b> Reclassification - still finalizing - increase by 5%	
Area of Focus: X Math <b>(LCAP: SA, CA, OSO, CCSS)</b> X English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> X Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> ) X Parent and Community Engagement <b>(LCAP:PI)</b>	X School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> X Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, 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
Math: Alignment of instruction with state and district content standards.  In 2015-2015, 85% of 10th grade students passed the Math CAHSEE.  Development of meaningful math modalities to improve instruction of math.  100% of K-12 Math classes implement CCSS-aligned scope and sequence	Students will demonstrate mastery on strands of work that are aligned with content standards.  Pictorial Math and Kagan strategies have been added to CAHSEE seminars.  Motivational videos Vocabulary, Word Walls; and video tutorials are linked to practice tests and lectures.  Students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests and district quarterly exams.	Collaborative discussions among staff to develop methods that will engender interest by students.  Targeted goal for all 10th grade students to reach a passing rate of 63% in 2014-2015.	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCAP  6000	Collaborative activities will be on going on a biweekly basis, teachers will subjectively assess interest levels in seminars. As well as, by attendance and participation.  Weekly and unit exams and quarterlies will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.	Curriculum and ancillary activities are part of the professional duties.  Developed blended curriculum delivery.

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>English: Alignment of instruction with state and district content standards.</p> <p>Development of meaningful English modalities to improve instruction of English</p> <p>LCAP Goal: Using baseline 13-14 data of 20% students meeting A-G UC/CSU requirements</p> <p>Increase by 15% passing rate of 3 pr better on all AP exams</p> <p>Increase by 10% resulting in 50% Increase in participation on the tests</p> <p>Percentage of students renrolled in Honors, AP or IB courses increase by 5% - Increased student access to include EL students, Foster Youth, students with disabilities and low income students to rigorous courses such as honors, AP and IB</p> <p>Implementation of AP prep program to provide increased course access and success for all students</p>	<p>Students will demonstrate mastery on strands of work that are aligned with content standards.</p> <p>Haiku, Blended Learning and Kagan strategies have been added to CAHSEE and all English seminars.</p> <p>Motivational videos Vocabulary, Word Walls; and video tutorials are linked to practice tests and lectures.</p> <p>Students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests and district quarterly exams.</p>	<p>Collaborative discussions among staff to develop methods that will engender interest by students.</p> <p>Targeted goal for all 10th grade students to reach a passing rate of 63% in 2014-2015.</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP</p> <p>4000</p>	<p>Collaborative activities will be on going on a biweekly basis, teachers will subjectively assess interest levels in seminars. As well as, by attendance and participation.</p> <p>Weekly and unit exams and quarterlies will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p>	<p>Curriculum and ancillary activities are part of the professional duties.</p> <p>Developed blended curriculum delivery.</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Increase participation on EAP of students meeting the eligibility criteria by 10%</p> <p>100% of K-12 ELA classes implement CCSS-aligned scope and sequence</p>						
<p>Closing the Gap (EL): Increased graduation rates</p> <p>Increased access to A-G courses</p> <p>Increased access to Honors and AP courses</p> <p>Increase the reclassification rate by not lower than 15% each year (based on each site) until all EL students are reclassified</p> <p>Each EL will increase their proficiency level each year along the proficiency continuum</p>	<p>The percentage of English learners scoring proficient or higher will increase from 13% to 20% as measured on the spring 2014 administration of the ELA portion of the CST.</p> <p>In 2015 African America students will increase in proficiency by 40% or higher.</p> <p>Hispanic students will increase from 15% proficient or higher to 20% proficient or higher in the ELA test portion of the CST in 2014.</p>	<p>Identification of ELL students with cooperation of CELDT leader.</p> <p>Developing specific strategies for enhancing student comprehension of various skill sets.</p> <p>Development of course specific modalities to overcome language difficulties.</p> <p>Include skill sets that stress writing across the curriculum.</p> <p>Practice Smarter Balance test type questions administered on a regular basis.</p> <p>Implementation of Read 180.</p> <p>Implementation of Writing Across the Curriculum.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>None Specified</p>	<p>LCFF-LCAP</p> <p>6000</p>	<p>Ongoing:</p> <p>Observations and various types of assessments will be used often by minimum by-weekly.</p> <p>Data will be shared among stake holders on a bi-weekly basis.</p> <p>Some degree of subjective qualitative observation to assess the degree to which learning is progressing.</p> <p>Writing and reading activities to determine the extent of quantifiable growth.</p>	<p>Activities and planning are part of job description.</p> <p>Stipend for CELDT leader.</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
					<p>Smarter Balance practice type exam questions, unit tests quarterlies to provide more quantifiable data.</p>	
<p>Parent and Community Engagement:</p> <p>Increased attendance of parents at aback to school night and open house.</p> <p>Increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p> <p>Increase in parent involvement in meetings about At-Risk students.</p>	<p>Establishment of base-line indicators for attendance at back to school night and open house.</p> <p>Contact with parents in face-to-face meetings will increase from 56% to 70% in meetings with counselors and teachers.</p>	<p>Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings.</p> <p>Enhancement of web site to promulgate parent interest and involvement.</p> <p>Parent friendly approach adopted by faculty and staff.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5900: Communications</p>	<p>LCFF - Supplemental</p> <p>6500</p>	<p>Ongoing:</p> <p>September 2014 through June 2015.</p> <p>Review attendance data from events.</p> <p>Teachers keep records of kinds and types of parental contacts.</p> <p>Web-site interactive numbers and requests from parents will be tallied.</p>	<p>Newsletter postage paper \$3,000.00.</p>
<p>School Safety:</p> <p>CIS has no security staff assigned.</p> <p>Now students gather in the parking lot or on streets</p>	<p>District will upgrade the existing PHS surveillance system to monitor the exterior and interior of the campus.</p>	<p>The district will upgrade the current surveillance system to enable staff and police to see unauthorized persons lingering in the parking areas and areas adjacent to</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5900: Communications</p>	<p>Site Formula Funds</p> <p>2000</p> <p>None Specified</p>	<p>Selected members of the CIS leadership team will participate in training with the PHS administrative</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>adjacent to our classrooms.</p>		<p>the CIS classrooms.</p> <p>CIS staff will continue to go outside and physically inspect the parking lot and building parameter.</p>			<p>and security staff on an annual basis to maximize use of the surveillance system.</p>	
<p>Graduation/College and Career Ready: 100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction and seminars.</p>	<p>Collaborative planning and lessons that support career planning.</p> <p>Advisory meetings to identify areas of need in instruction.</p> <p>Implementation of LMS, online Learning management systems (Haiku, Thesys, Intelligent papers).</p> <p>Lessons aligned with Common Core Standards and SDAIE/ EL strategies.</p>	<p>Students will exhibit skills in classroom activities and assessments.</p> <p>Tier II students will exhibit skills through on the job training monitored by the instructor.</p> <p>Weekly related instruction of core employer competencies.</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF - Supplemental 5000</p> <p>Site Formula Funds 4000</p>	<p>CTE instructor creating and implementing a blended learning curriculum using Haiku and Thesys.</p>	
<p>Technology: Curriculum is being debated for common core standards. Smarter balance and other deciders will guide curriculum assessment.</p>	<p>On key standards based strands within each course, 30% of students will demonstrate mastery as determined by standards based teacher created exams.</p> <p>The independent variable will reflect what is actually</p>	<p>Reevaluation of teaching strategies in light of:</p> <ul style="list-style-type: none"> <li>• PUSD quarterlies</li> <li>• Class structure</li> <li>• Test preparation</li> <li>• Methods to engender interest by students</li> </ul> <p>Analysis of student science based activities.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Site Formula Funds 5000</p> <p>LCFF-LCAP 5000</p>	<p>Ongoing: Teachers will redesign the curriculum to make it more flexible and student friendly.</p> <p>The</p>	<p>Curriculum modification as part of job description.</p> <p>Cost to modify and equip labs for Biology, Chemistry, Physics and</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>covered in class.</p>	<p>Development of supplemental lab activities.</p> <p>Acquisition of the proper equipment and facilities to have basic lab experiences.</p> <p>Collaborative work on curriculum modification to meet standards quarterly assessments and lab activities.</p>			<p>implementation of lab activities will occur when facilities are made available.</p> <p>Weekly assessments to determine the depth of understanding.</p> <p>Assessment data will be analyzed and correction in modality will be implemented as it is appropriate.</p>	<p>Earth Science \$40,000 minimum.</p> <p>To go virtual labs \$20,000.00 for the computers and hand held devices.</p>

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	14704	3,704.00
LCAP	32940	-27,060.00
None Specified		
None Specified		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	11,000.00
General Fund	500.00
LCAP	60,000.00
LCFF - Supplemental	36,500.00
LCFF-LCAP	43,000.00
Site Formula Funds	53,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	64,000.00
5000-5999: Services And Other Operating Expenditures	84,000.00
5800: Professional/Consulting Services And Operating	19,000.00
5900: Communications	1,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	5,000.00
5000-5999: Services And Other Operating	District Funded	1,000.00
5800: Professional/Consulting Services And	District Funded	5,000.00
	General Fund	500.00
	LCAP	5,000.00
4000-4999: Books And Supplies	LCAP	35,000.00
5000-5999: Services And Other Operating	LCAP	20,000.00
	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	16,500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	5,000.00
	LCFF-LCAP	5,000.00
5000-5999: Services And Other Operating	LCFF-LCAP	33,000.00
5800: Professional/Consulting Services And	LCFF-LCAP	5,000.00
	Site Formula Funds	15,000.00
4000-4999: Books And Supplies	Site Formula Funds	19,000.00
5000-5999: Services And Other Operating	Site Formula Funds	13,500.00
5800: Professional/Consulting Services And	Site Formula Funds	4,000.00
5900: Communications	Site Formula Funds	1,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
<b>Goal 1</b>	21,000.00
<b>Goal 2</b>	26,000.00
<b>Goal 3</b>	22,000.00
<b>Goal 4</b>	10,000.00
<b>Goal 5</b>	15,500.00
<b>Goal 6</b>	13,500.00
<b>Goal 7</b>	23,500.00

**Restricted Funding Personnel  
2016-2017**

<b>Personnel</b>	<b>Funding</b>	<b>General Duty and SPSA support</b>
N/A		

**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
Jack Loos		8	X				
Crystal McRae	Vice President	2				X	
Martha Medina		1				X	
Ashley Phillips		2					X
Vance Bowers	Secretary	8		X			
Sherryl Staples		1				X	
Koko Williams		8			X		
Kasey Traylor	President	2					X
Courtney Seiter		1				X	
Phil Quaranta		2		X			
Flor Herbach		1				X	
Mary Rosales		1					X
Irma Gutierrez		1			X		
<b>Numbers of members of each category:</b>			<b>1</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>3</b>

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 12,2016

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:**

Jack Loos		
_____	_____	_____
Typed Name of School Principal	Signature of School Principal	Date

Kasey Traynor		
_____	_____	_____
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".

	<b>Information</b>	<b>WHO</b>	<b>WHAT</b>
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: CIS Academy	Principal: Jack Loos
School Number: 87	Counselor: Shiegko Williams
Date Completed: 5-16-2015	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
86.5	87.71	91.22

#### GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
CIS Academy's ADA is through Independent study	ALA students, students who are 15 units behind in credits	Monitoring by seminar, master teacher, counselor and administration-daily, weekly, monthly, yearly	number of students who transfer back to traditional school, or other school with appropriate credits, graduate, decrease in student dropouts

#### GOAL 2: TEACHING ATTENDANCE

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
School has a policy in place on Master contract with responsibilities and actions to be taken by school, teacher, parent and student	all stakeholders	same as above	same as above

#### GOAL 3: PREVENTION & INTERVENTION

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
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Home visit by staff(teacher, counselor, administrator. Phone contacts, certified letters. CWAS, SARB process	parent, guardian, student	same as above	same as above
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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?		X	
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?			X
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			X
Are GATE services provided to students during the regular instructional school day?			X
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			X
Are all parents informed of the GATE Parent Education Workshops offered by the District?		X	
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately	X		

**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?			
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**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?			X
Is there a plan to articulate the plan above to parents and teachers on an annual basis?			X
Does the plan inform parents and teachers of the GATE referral window of September – December?			X
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?			X

**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.

<b>Elementary</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
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: <ul style="list-style-type: none"> <li>• Individual Learning Plan</li> <li>• Independent projects</li> <li>• GATE clusters</li> <li>• Curriculum compacting</li> <li>• Vertical subject-matter acceleration</li> <li>• Grade skipping</li> </ul>			

<b>Section 3: Curriculum and Instruction</b>			
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.			
<ul style="list-style-type: none"> <li>• Outside tutoring</li> <li>• IB program</li> </ul>			
<b>Middle School</b>			
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: <ul style="list-style-type: none"> <li>• Honors class</li> <li>• Pre-AP classes</li> <li>• IB classes</li> <li>• Enrichment classes</li> <li>• Vertical subject-matter acceleration</li> </ul>			
<b>High School</b>			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Are Advanced Placement classes 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: <ul style="list-style-type: none"> <li>• Honors classes</li> <li>• AP classes</li> <li>• IB classes</li> <li>• Career Pathways classes</li> </ul>			
<b>All Grades</b>			
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?		X	
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?			X
Does the School Site Council review and approve the GATE Principals Checklist annually?			X
Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?			X

**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?			X
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?	X		
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?	X		
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?	X		

**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: <ul style="list-style-type: none"> <li>• PUSD GATE Program Overview</li> <li>• GATE Identification Process</li> <li>• Characteristics of Gifted Learners from Diverse Populations</li> <li>• How to get or renew GATE Certification</li> <li>• How to create and use the Individual Learning Plan</li> </ul>	X		
Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> <li>• Kaplan's Icons of Depth and Complexity</li> <li>• Kaplan's Content Imperatives</li> <li>• Tiered Assignments</li> <li>• Curriculum Compacting</li> <li>• Flexible Grouping</li> <li>• Dabrowski's Over-excitabilities</li> <li>• Other</li> </ul>	X		

**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?			
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**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?		X	
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**Name of School Site:** CIS Academy

**Principal:** Jack Loos

**School Site Council Chair (typed):** Samuel Bowers

**Date Approved By GATE Site Advisory Council:** number of Gate number students is

**Date Approved By School Site Council** 5-06-2015

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

<b>Mandatory</b>
<b>1st</b> <u>N/A</u>



**Pasadena Unified School District  
Kindergarten Transition Plan and Objectives**

<b>Objective</b>	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.
<b>Mission</b>	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.
<b>Findings</b>	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.
<b>Actions</b>	<p>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.</p> <p>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.</p> <p>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.</p>