



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pasadena Avenue Elementary School	34-67447-6034813	May 17th, 2022	June 28th, 2022

## Purpose and Plan Summary

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

### Schoolwide Program

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of, student outcomes.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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## Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

The Pasadena's School SPSA was developed in collaboration with parents, teachers, and the Leadership Team. Our School Site Council is comprised of parents, teachers, and staff. We have met over Zoom and in person to determine needs and develop goals and actions to address them. Our school Site council meets on the 3rd Tuesday of the month, a total of 10 times a year. Teachers have also provided direct input as well as Parents of English Learners meeting as an ELAC committee discussing the SPSA. Additionally, we were able to gather input from parents during empathy gathering sessions through zoom meetings. Zoom meetings were held for parents and guardians to attend for each grade level. During the end of 2020-2021 school year data analysis, staff continues to support prioritization of supplemental site funds toward technology, literacy and Science. Distance learning has impacted student connectedness stated per grade level meetings with parents during empathy gathering. SBAC has been suspended for the 2019-2020 school year, 2018-2019 results provide focus areas of the site academic program.

Site Leadership met and worked with historical data in March 2021 including CA Dashboard and SBAC in preparation for beginning of the 2021-2022 year data analysis for the staff and learning community as a whole. School Site Council supports site prioritization of supplemental funds based on CA Dashboard and SBAC data for the last three years in its year ending (May).

Empathy gathering:

Principal held empathy gathering meetings with each grade level parent groups. The overwhelming need to reconnect students with school/education was the priority in all meetings.

## Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the return to in person learning in 2021-2022 and continuing into 2022-2023, the focus of this plan is to address resource inequities related to social emotional learning and supports. The resources include, but are not limited to:

We will continue to invest and provide supports in the social/emotional needs for our students through PBIS practices, hiring one full time Campus Representatives, one Parent Liaisons to work with families, and as a site we are strategically utilizing MTSS resources school wide, a half time counselor will work with families and students. We will also receive support from a Social Emotional Support Tech. While continuing to support student socio-emotionally, there will be a greater emphasis on academic intervention, professional development in ELA and progress monitoring. To create a collaborative culture around academics, extra hours will be provided for grade level each trimester focused on progress monitoring and analyzing data, Text levels, iReady, SBAC, interim assessments, SWUN assessments, informative and summative assessments are necessary for consistent dialogue across grade levels for both ELA and Math. Our staff found it vital to have supports in the primary grades. The staff found the need to hire one additional Instructional Assistants to help support students in the upper grades. In addition to the district's plan to provide an Instructional Assistant TK-2nd grade. An investment in various types of technology to support students for example, \*ESGI has been used in transitional Kindergarten and Kindergarten to track progress towards phonics and proficiency. The program has been useful in developing small targeted instructional groups. \*Moby Max has been vital in intermediate grades through the lens of math fact fluency. The program offers practice of math facts that students are lacking in other adopted programs.\*Lexia Core5 school wide to help TK-5th student with foundational ELA skills at school and home.

In order to provide attendance support we will provide prizes and incentives for student and families.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey each trimester.

What worked and didn't work? Why? (monitoring)

Having a half time MTSS counselor helped students and families with the mental and emotional needs during this post pandemic time. Less than a third of the year we received support from MTSS, a part time Social Emotional Support Tech which was added support to our students. We provided a referral process for families on our website but did not receive communication from our families. What worked best was parents calling the school or coming in to find resources. Having a Parent Liaison as a connection between parents and school was also a great resource. Project Optimism worked with our 4th and 5th grade students, coaching students.

What modification(s) did you make based on the data? (evaluation)

Modifications made based on our data, ICT and our Social and Emotional support Tech provide a safe space in the library as another option during student lunch recess grades 2nd-5th grade. Also purchasing games and art activities to use in the library as another activity and resource for students. Continue to have our counselor meet with small groups "Lunch Bunch" and partner with teachers providing social and emotional lessons for classes.

**2021-22  
Identified Need**

Connect families and students to targeted resources and help access the best opportunities for them to thrive.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Meaningful Participation Overall ratings 2022: Parents: 97.6% Students: 97.4% Staff: 100%	Meaningful Participation Overall ratings 2023: Parents: increase 2% Students: increase 2% Staff: continue to be at 100%
Spring School Survey - Overall rating of questions in School Culture/Sense of Belonging. Percent strongly agree/agree.	School Culture/Sense of Belonging: Overall rating for: Students feel like part of a school community Parents: 91% Students: 79.5% Staff: 90.9%	School Culture Overall ratings Parents: increase 2% Students: increase 2% Staff: increase 2%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Conduct parent informational night.	X All Students English Learners Low-Income Students	Principal			School year 2022-2023

		Foster Youth Other				
1.2	Provide supervision of students to enable parents to participate in school related events and meetings.	X All Students English Learners Low-Income Students Foster Youth Other	Principal			School year 2022-2023
1.3	Maintain a parent resource center by coordinating services to support parenting and student achievement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Parent Liaisons(2)	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvement 4000-4999: Books And Supplies	2,079 2,079	School year 2022-2023
1.4		All Students English Learners Low-Income Students Foster Youth Other				School year 2022
1.5		All Students English Learners Low-Income Students				School year 2022

		Foster Youth Other				
1.6	.	All Students English Learners Low-Income Students Foster Youth Other				



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified collaborative learning environment focused on academic success and the social/emotional well-being for each student.

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey each trimester.

What worked and didn't work? Why? (monitoring)

Additional student support from MTSS for mental and emotional needs worked however we need more of it.  
Additional two hour attendance clerk has helped with the school wide attendance plan.

What modification(s) did you make based on the data? (evaluation).

Based on our data, additional yard supervision, a variety of activities during recess, and student incentives were incorporated. In addition, provided student behavior plans.

Interventions for absenteeism were added. Home visits, calls home, and sharing district resources to parents.

**2021-22  
Identified Need**

All district stakeholders will cultivate inclusive, safe, equitable responsive and healthy environments by integrating social emotional learning. Focusing on Increasing attendance, a positive survey response from all three: students, staff, and parents, and decrease suspension rate.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance Rate data	89.83%	Increase attendance goal to 94%
Suspension Rate data	1.21%	Decrease

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Increase student daily attendance through a variety of methods.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Staff	LCFF Supplemental Site Allocation	1029.00	School year 2022-2023
2.2	Offer clerk additional paid hours to target chronic attendance issues.	X All Students English Learners Low-Income Students Foster Youth Other	Clerk	LCFF Supplemental Site Allocation 2000-2999: Classified	6,754 6,407	School year 2022-2023

	Additional 2 hrs. daily			Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
2.3	Increase staff support to improve student behaviors and self monitoring.  Additional Recreational Aide hours	X All Students English Learners Low-Income Students Foster Youth Other	Principal Campus representatives(1)	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries  LCFF Supplemental Centralized Services (District Only)	32,123  3,142	School year 2022-2023
2.4	Conduct monthly "lunches with the principal" for students who demonstrate	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	343	School year 2022-2023

selected character traits.

Recognize and celebrate students for character performance and behavioral improvements. Positive Behavior Intervention System. Schedule PBIS based assembly.

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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey each trimester.

What worked and didn't work? Why? (monitoring)

District provided TK-2nd grade IA's worked, additional Intervention teacher, and ELO funds to fund an additional upper grade IA has enable us to target students who are two grade levels behind as well as small group instruction. With additional staffing and limited space it made coordinating a little difficult and limiting pulling out students during core instruction.

What modification(s) did you make based on the data? (evaluation)

Data was reviewed to create small groups. The academic needs are both in ELA and Math, ELA having an abundance of resources we needed to look for Math to address the need. Additional Intervention materials.

## 2021-22

### Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
SBAC ELA Scores Overall 2019 CA School Dashboard	N/A	
SBAC Math Scores Overall 2019 CA School Dashboard	N/A	
TK-2 iReady Text levels (93 students) TK-2 iReady Math (177 students)	TK-2 iReady Text levels (93 students) 11.8% at or above grade level (6.4% increase) TK-2 iReady Math (177 students) 38.4% at or above grade level (21.5% increase)	TK-2 iReady Text levels increase 5% TK-2 iReady Math increase 5%
Transitional Kindergarten	Transitional Kindergarten  Write their name with the correct letters letter names letter sounds reading 10 sight words  Count to 30 Recognize their numbers 0-10	Transitional Kindergarten  Write their name with the correct letters- 90% letter names-75% letter sounds-75% reading 10 sight words-65%  Count to 30-80% Recognize their numbers 0-10-90%
Kindergarten ELA Kindergarten MATH	Kindergarten ELA  Letter names Letter sounds	Kindergarten ELA  Letter names: 75% Letter sounds: 75%

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	sight words Concepts of print Text level A	Benchmark sight words: 70% Concepts of print:70% Text level: 70% at D  Kindergarten MATH Identify numbers 0-50: 70% Counting Cardinality: 70%
iReady ELA iReady Math	iReady ELA 26.8% at or above grade level for 3rd-5th grade (increase 9.4%) iReady Math 15.2% at or above grade level for 3rd-5th grade (increase 10.1%)	iReady ELA 5% increase in proficiency levels iReady Math 5% increase in proficiency levels

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Purchase LEXIA (computer based program) to support targeted students in the area of English Language Arts.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Centralized Services (District Only) 5800: Professional/Consulting Services And Operating Expenditures	11,900	School year 2022-2023

3.2	Purchase MobyMax, ESGI, and RAZ Kids (computer based programs) to support targeted students in ELA and Math.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	4,583	School year 2022-2023
3.3	Employ Instructional aids to assist teachers with small group instruction to meet common core state standards, NGSS standards and ELD state standards (TK-2nd)	X All Students English Learners Low-Income Students Foster Youth Other	District Office IA			School year 2022-2023
3.4	Establish teacher release days for data	X All Students English Learners Low-Income Students Foster Youth	Principal and Secretary	Title I Part A Site Allocation	2,499	School year 2022-2023



	accumulation and analysis.  Teacher professional development	Other		1000-1999: Certificated Personnel Salaries		
3.5	Purchase supplemental materials to support intervention, engagement and acceleration of Math skills. (SWUN) . Intervention materials  Purchase supplemental materials to support intervention, engagement and acceleration of Literacy skills  Supplemental Materials & Supplies	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	12,000 6,868 66,255	School year 2022-2023
3.6	Ensure all English	X All Students X English Learners	EL Program Manager	LCFF Supplemen	97,785	School year 2022-2023

	Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher  IA 3rd-5th grade (ELO)	X Low-Income Students X Foster Youth Other	Principal ELD Teacher	tal English Learner Central 2000-2999: Classified Personnel Salaries Other	48,084	
3.7	Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and	All Students English Learners X Low-Income Students Foster Youth Other	Teacher with Coaching Responsibilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	100,000 43,852	School year 2022-2023

	appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 1.0 FTE Intervention Teacher					
3.8		All Students English Learners Low-Income Students Foster Youth Other				
3.9	Educational Field trips TK-5th	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal & Teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	13,000	School year 2022-2023
3.10	.	All Students				

English Learners  
Low-Income Students  
Foster Youth  
Other

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our entire school community engages each student in discovering their limitless potential and, through coordinated efforts, prepares them for college, career and bright futures filled with opportunity.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey each trimester.

What worked and didn't work? Why? (monitoring)

After coming back to in person learning from the pandemic we realized the need to make technology accessible and equitable to all students. Having up to date technology in classrooms, making learning accessible to help teach students is vital for progress. New TV's, tablets, and Chromebooks helped students access learning, information, and made testing. Being that Pasadena is a Science and Engineering site, it was important to provide Science materials for hands on learning.

What modification(s) did you make based on the data? (evaluation)

Provide and supply all classrooms with uniform devices for student access.  
Provide additional Science materials.

**2021-22**

**Identified Need**

Students need opportunities to learn about possible career paths and the steps needed to help them as they progress towards their future. Software and technology are needed, since this is a constant change with advanced technology and upgraded programs. New technology is needed to keep students in the 21st century and it be equitable for students.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Staff Survey	Inventory needs	Staff is uniform and devices are equitable

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	<p>Establish science based school activities to promote our science and engineering focus.</p> <p>Schedule science based assemblies to promote our science and</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	<p>Principal</p> <p>Science Prep teacher</p> <p>IA</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p> <p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	<p>300</p> <p>1500</p>	<p>School year 2022-2023</p>

	engineering focus.  Lab supplies					
4.2	Provide current technology	X All Students English Learners Low-Income Students Foster Youth Other	Principal			School year 2022-2023
4.3	Classroom technology, student use.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	4,278	School year 2022-2023





# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$259,293.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$466,860.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,142.00
LCFF Supplemental English Learner Central	\$97,785.00
LCFF Supplemental Site Allocation	\$46,656.00
Other	\$48,084.00
Title I Part A Centralized Services (District Only)	\$11,900.00
Title I Part A Parent Involvement	\$4,158.00
Title I Part A Site Allocation	\$255,135.00

Subtotal of state or local funds included for this school: \$466,860.00

Total of federal, state, and/or local funds for this school: \$466,860.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	46,656.00	0.00
LCFF Supplemental English Learner Central	97,785	0.00
Title I Part A Site Allocation	255,135.00	0.00
Title I Part A Parent Involvement	4,158.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,142.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,142.00
LCFF Supplemental English Learner Central	97,785.00
LCFF Supplemental Site Allocation	46,656.00
Other	48,084.00
Title I Part A Centralized Services (District Only)	11,900.00
Title I Part A Parent Involvement	4,158.00
Title I Part A Site Allocation	255,135.00

## Expenditures by Budget Reference

Budget Reference	Amount
	1,029.00
1000-1999: Certificated Personnel Salaries	102,499.00
2000-2999: Classified Personnel Salaries	138,741.00
3000-3999: Employee Benefits	50,259.00
4000-4999: Books And Supplies	93,623.00
5000-5999: Services And Other Operating Expenditures	13,000.00

5800: Professional/Consulting Services And Operating Expenditures

16,483.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,142.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	97,785.00
	LCFF Supplemental Site Allocation	1,029.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	38,877.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,407.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	343.00
	Other	48,084.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Centralized Services (District Only)	11,900.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,079.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,079.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	102,499.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	43,852.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	91,201.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	4,583.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,158.00
Goal 2	49,798.00
Goal 3	406,826.00
Goal 4	6,078.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Michelle Briggs	Classroom Teacher
Jeanene Teeter	Other School Staff
Abigail Jaculina	Classroom Teacher
Luke McLain	Parent or Community Member
Julie Gerbitz	Classroom Teacher
Amanda Adams	Parent or Community Member
Mirna Pelayo	Principal
Matthew Simon	Parent or Community Member
Gabriel Gomez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

*on file*

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 17th, 2022.

Attested:

*M. Pelayo*

Principal, Mirna Pelayo on 05/17/2022

*Michelle Briggs*

SSC Chairperson, Michelle Briggs on 05/17/2022

# Budget By Expenditures

## Pasadena Avenue Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,142.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,142.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,142.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental English Learner Central \$97,785.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	2000-2999: Classified Personnel Salaries	\$97,785.00	Engaging Academic Programs	
IA 3rd-5th grade (ELO)				
LCFF Supplemental English Learner Central Total Expenditures:		\$97,785.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental Site Allocation \$46,656.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Pasadena Avenue Elementary School

Increase student daily attendance through a variety of methods.		\$1,029.00	Healthy Environments for Social-Emotional Growth
Offer clerk additional paid hours to target chronic attendance issues. Additional 2 hrs. daily	2000-2999: Classified Personnel Salaries	\$6,754.00	Healthy Environments for Social-Emotional Growth
Increase staff support to improve student behaviors and self monitoring.	2000-2999: Classified Personnel Salaries	\$32,123.00	Healthy Environments for Social-Emotional Growth
Additional Recreational Aide hours Conduct monthly "lunches with the principal" for students who demonstrate selected character traits.	4000-4999: Books And Supplies	\$343.00	Healthy Environments for Social-Emotional Growth
Recognize and celebrate students for character performance and behavioral improvements. Positive Behavior Intervention System. Schedule PBIS based assembly.	3000-3999: Employee Benefits	\$6,407.00	Healthy Environments for Social-Emotional Growth

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LCFF Supplemental Site Allocation Total Expenditures: \$46,656.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$48,084.00	Engaging Academic Programs	

# Pasadena Avenue Elementary School

Other Total Expenditures: \$48,084.00

Other Allocation Balance: \$0.00

**Funding Source: Title I Part A Centralized Services (District Only) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase LEXIA (computer based program) to support targeted students in the area of English Language Arts.	5800: Professional/Consulting Services And Operating Expenditures	\$11,900.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.

Title I Part A Centralized Services (District Only) Total Expenditures: \$11,900.00

Title I Part A Centralized Services (District Only) Allocation Balance: \$0.00

**Funding Source: Title I Part A Parent Involvement \$4,158.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Maintain a parent resource center by coordinating services to support parenting and student achievement.	2000-2999: Classified Personnel Salaries	\$2,079.00	Connected School Communities	
	4000-4999: Books And Supplies	\$2,079.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$4,158.00

Title I Part A Parent Involvement Allocation Balance: \$0.00



# Pasadena Avenue Elementary School

**Funding Source: Title I Part A Site Allocation**

**\$255,135.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase MobyMax, ESGI, and RAZ Kids (computer based programs) to support targeted students in ELA and Math.	5800: Professional/Consulting Services And Operating Expenditures	\$4,583.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Establish teacher release days for data accumulation and analysis.	1000-1999: Certificated Personnel Salaries	\$2,499.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Teacher professional development Purchase supplemental materials to support intervention, engagement and acceleration of Math skills. (SWUN) . Intervention materials	4000-4999: Books And Supplies	\$12,000.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Purchase supplemental materials to support intervention, engagement and acceleration of Literacy skills				
Supplemental Materials & Supplies	3000-3999: Employee Benefits	\$43,852.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$66,255.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Establish science based school activities to promote our science and engineering focus.	4000-4999: Books And Supplies	\$300.00	Clear Pathways to Bright Futures	
Schedule science based assemblies to promote our science and engineering focus.				
Lab supplies Classroom technology, student use.	4000-4999: Books And Supplies	\$4,278.00	Clear Pathways to Bright Futures	

## Pasadena Avenue Elementary School

	4000-4999: Books And Supplies	\$1,500.00	Clear Pathways to Bright Futures	
Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 1.0 FTE Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$100,000.00	Engaging Academic Programs	
Educational Field trips TK-5th	5000-5999: Services And Other Operating Expenditures	\$13,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$6,868.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Title I Part A Site Allocation Total Expenditures:		\$255,135.00		
Title I Part A Site Allocation Allocation Balance:		\$0.00		
Pasadena Avenue Elementary School Total Expenditures:		\$466,860.00		