



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	6/7/2021	September 28, 2021

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 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 help 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.

We will continue to invest and provide supports in the social/emotional needs for our students through PBIS, hiring two full time Campus Representatives, also two Parent Liaisons to work with families.

As a site we are strategically utilizing MTSS resources school wide, a social worker and counselor will work with families. While continuing to support student socio-emotionally, there will be a greater emphasis on academic intervention, professional development in Math 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 by hiring one additional Instructional Assistants to help support students. 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.

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: 2020-21

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

ANALYSIS

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

The implementation of the actions described in the 2020 - 2021 plan were interrupted due to the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Resources were re-allocated to supporting students and families through distance learning.

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

No changes will be made.

2020-21

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 2020-21	Expected Outcome 2021-22
Winter School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Meaningful Participation Overall ratings 2021: Parents: 91.1% Students: 78.5% Staff: increase 2% (72%)	Meaningful Participation Overall ratings 2022: Parents: increase 2% Students: increase 2% Staff: increase 2%
Winter School Survey - Overall rating of questions in the School Decision Mating section. Percent strongly agree/agree.	School Culture Overall ratings Parents: 94.5% Students: 69.5% Staff: 92%	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 Foster Youth Other	Principal			School year 2021 - 2022
1.2	Provide supervision of	X All Students English Learners	Principal			School year 2021 - 2022

	students to enable parents to participate in school related events and meetings.	Low-Income Students Foster Youth Other				
1.3	Maintain a parent resource center by coordinating services to support parenting and student achievement. During Distance Learning Parent liaisons will provide virtual office hours for parents and or students to help support and navigate distance learning, hybrid model and return to site based instruction	X All Students English Learners Low-Income Students Foster Youth Other	Principal Parent Liaisons(2)	Title I Part A Parent Involvement Title I Part A Parent Involvement	2,058.00 2,058.00	School year 2021 - 2022
1.4	Conduct virtual parent check-ins.	X All Students English Learners Low-Income Students	Principal			School year 2021 - 2022

		Foster Youth Other				
1.5	Maintain communication with stakeholders	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	500.00	School year 2021 - 2022
1.6	Supplies, materials and services to support family training opportunities and engagement on and off campus.	X All Students English Learners Low-Income Students Foster Youth Other				School year 2021 - 2022

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: 2020-21

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

ANALYSIS

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

Data showed a 3% decrease in chronic absences only. PBIS implementation began at the third trimester and full implementation this year to help decrease suspension rates and improve attendance.

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

Additional funds allocated for PBIS and for attendance incentives.

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

NO changes will be made

2020-21

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 2020-21	Expected Outcome 2021-22
Attendance Rate	94.1%	Maintain or increase attendance goal to 95.12%
Suspension Rate	7.65%	Maintain or 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	0	School year 2021-22
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	24,901	School year 2021-22

	Additional 2 hrs. daily					
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 representative(s)(2)	Title I Part A Site Allocation LCFF Supplemental Centralized Services (District Only) Title I Part A Site Allocation	27,963.00 3000 26,282.00	School year 2021-22
2.4	Conduct monthly "lunches with the principal" for students who demonstrate selected character traits.	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	0	School year 2021-22
2.5	Recognize and celebrate students for character performance and behavioral improvements. Positive Behavior	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	500.00	School year 2021-22

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: 2020-21

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

ANALYSIS

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

Implementation of the 2020 - 2021 plan were interrupted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

The difference between intended an actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Resources were re-allocated to supporting students and families through distance learning.

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

No changes will be made

2020-21

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 2020-21	Expected Outcome 2021-22
SBAC ELA Scores Overall 2019 CA School Dashboard	N/A	Maintain or increase from 2019 scores
SBAC Math Scores Overall 2019 CA School Dashboard	N/A	Maintain or increase from 2019 scores
TK-2 Text levels	TK-2 Text levels 69.5%	74.5% proficient
Transitional Kindergarten Upper/lower letter names letter sounds reading 10 sight words Count to 30 Recognize their numbers 0-10	Transitional Kindergarten Upper/lower letter names-4% letter sounds-0% reading 10 sight words-0% Count to 30-29% Recognize their numbers 0-10 -46%	Transitional Kindergarten Upper/lower letter names=85% letter sounds=85% reading 10 sight words-65% Count to 30 orally and count objects to 20=90% Recognize their numbers 0-10 -90%
Kindergarten ELA Letter names Letter sounds sight words Concepts of print Text level	Kindergarten ELA Letter names: 46% Letter sounds: 17% sight words:15% Concepts of print: 10% Text level: A	Kindergarten ELA Letter names: 75% Letter sounds: 75% Benchmark sight words: 65% Concepts of print:70% Text level: 60% at D

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

MATH
Identify numbers 0-30
Counting Cardinality

iReady ELA
iReady Math

3rd Grade:
Reading – Met its reading growth goal at 112%.

Beginning Of Year numbers2020 -
End Of Year 2021 numbers -
At Risk for Tier 3 = 57%
At Risk for Tier 3 = 34%
Tier 2 = 20%
Tier 2 = 12%
Tier 1 = 23%
Tier 1 = 54%

Math – reached 81% of its growth goal
B.O.Y. numbers -
E.O.Y. numbers -
At Risk for Tier 3 = 50%
At Risk for Tier 3 = 24%
Tier 2 = 40%
Tier 2 = 51%
Tier 1 = 10%
Tier 1 = 24%

4th Grade:
Reading – reached 83% of its growth goal

B.O.Y. numbers -
E.O.Y. numbers -
At Risk for Tier 3 = 60%
At Risk for Tier 3 = 37%
Tier 2 = 23%
Tier 2 = 44%
Tier 1 = 18%
Tier 1 = 20%

Math – reached 41% of its growth goal

Kindergarten MATH
Identify numbers 0-50: 70%
Counting Cardinality: 70%

Ready ELA 1st grade
75% of students will test proficient on the BPST (score of 65+)
75% of students will test at a text level of independent I.
75% of students will be able to write a proficient 5 sentence paragraph according to first grade standards.

Math 1st grade
75% of students will test proficient in Place Value on the K-2 end of year math assessment for 1st grade.
75% of students will be fluent in adding and subtracting up to 20

ELA 2nd grade
BPSTs :
75% will be proficient.
(Will score 75/91 or greater, EOY target)

TEXT LEVEL:
66% will be at/above Instructional Reading Level : M (EOY target)

LEXIA READING CORE 5 PROGRAM:
66% or greater will master Lexia’s second grade level of material

WRITING:

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

B.O.Y. numbers -
E.O.Y. numbers -
At Risk for Tier 3 = 60%
At Risk for Tier 3 = 51%
Tier 2 = 36%
Tier 2 = 21%
Tier 1 = 5%
Tier 1 = 28%

5th Grade:
Reading – reached 75% of its growth goal

B.O.Y. numbers -
E.O.Y. numbers -
At Risk for Tier 3 = 46%
At Risk for Tier 3 = 35%
Tier 2 = 23%
Tier 2 = 30%
Tier 1 = 31%
Tier 1 = 35%

Math – reached 40% of its growth goal

B.O.Y. numbers -
E.O.Y. numbers -
At Risk for Tier 3 = 46%
At Risk for Tier 3 = 31%
Tier 2 = 26%
Tier 2 = 36%
Tier 1 = 28%
Tier 1 = 33%

66% or greater will be able to write 1 complete paragraph that includes: topic sentence, 3 supporting, and 1 concluding sentence.

Math 2nd grade
BASIC FACT FLUENCY
(addition & subtraction, fact fluency 1-20)
:
80% or greater will show
Mastery

REGROUPING:
(3 Digit - addition & subtraction)
66% or greater will show mastery

Ready ELA 3rd:
Text level: By EOY 60% of students will be at level P or higher

iReady - 60% to be at mid 3rd grade level by the EOY

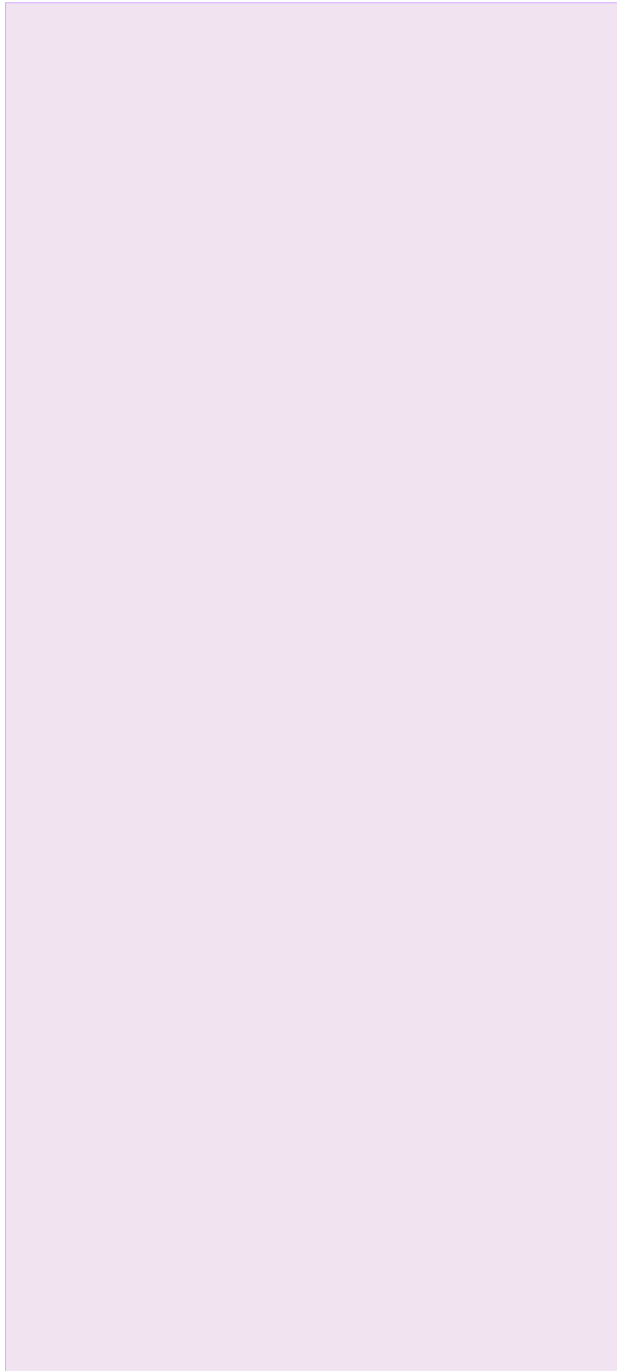
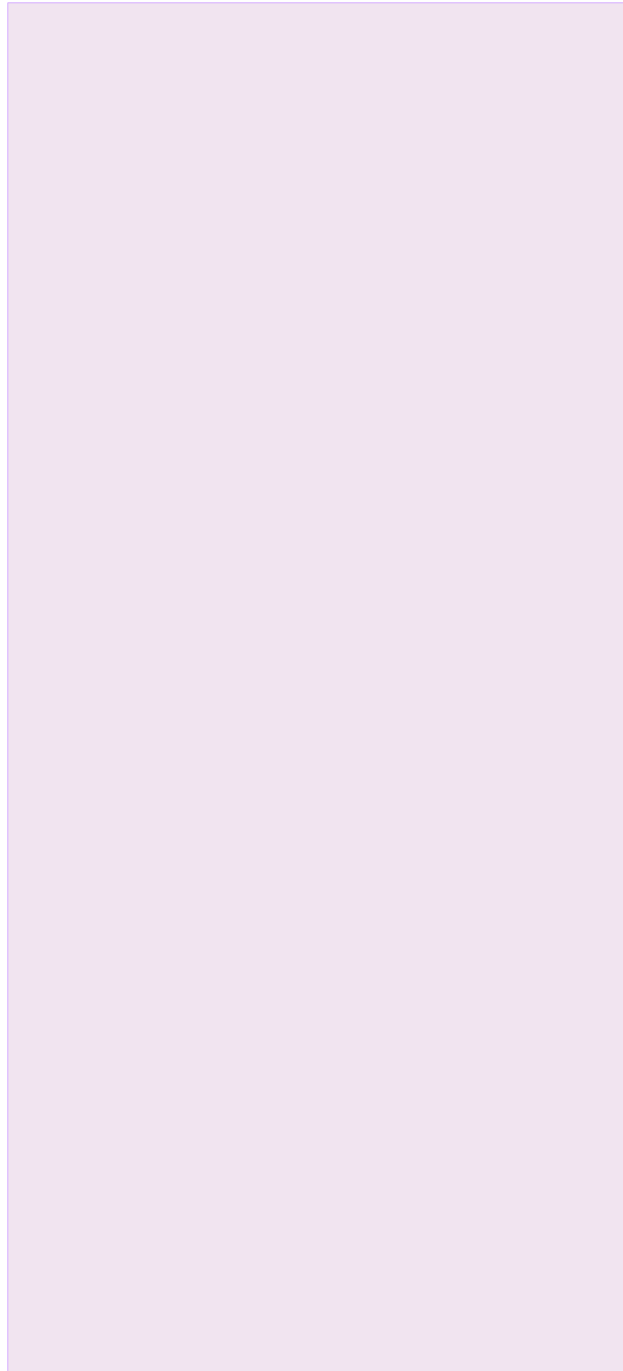
Writing - By EOY 60% of students will be able to write a paragraph with a topic sentence, 3 supporting details with examples and a conclusion.

Math 3rd:
iReady - 60% to be at mid 3rd grade level by the EOY

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22



Fact Fluency - By EOY 60% of students will master multiplication and division math facts using Nearpod data.

ELA 4th:

Writing
By the end of the year, 80 % of students will write a full, complete 1-3 paragraphs in Narrative, Opinion, and Informational writing

Reading
Text Levels: 80% of students will score a Q or above in their end of year reading text level assessment (QRS)

Math 4th:
Addition/Subtraction
Single Digit to 3 Digit Numbers, 80% of class shows mastery

Multiplication/Division
Fact Fluency with Facts 0-12, 80% of class shows mastery

ELA 5th:
Text Level, TUV
End of Year, 80% of class

Using iReady Reading to support student levels
Student complete 10 lessons or more per Trimester

Writing 3-5 full paragraphs

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
		<p>Multiple Exposures to Opinion, Narrative, and Informative, 80% of class</p> <p>Math 5th: Addition/Subtraction Single Digit to 4 Digit Numbers, Trimester Assessment, 75% of class shows mastery</p> <p>Multiplication/Division Fact Fluency with Facts 0-12, Trimester Assessment, 75% of class shows mastery</p> <p>Using iReady Math to support student levels Student complete 10 lessons or more per Trimester.</p>

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 Site Allocation Title I Part A Site Allocation Title I Part A Site Allocation	11,900.00 3,495.00 1088.00	School year 2021-22

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	LCFF Supplemental Site Allocation	8,000	School year 2021-22
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	Principal IA	Title I Part A Site Allocation	31,000	School year 2021-22
3.4	Establish teacher release days for data accumulation and analysis. Teacher professional development	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Secretary	Title I Part A Site Allocation	10,000.00	School year 2021-22

3.5	<p>Purchase supplemental materials to support intervention, engagement and acceleration of literacy and Math skills. (SWUN) . Intervention materials</p> <p>Supplemental Materials & Supplies</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth X Other</p>	Principal	<p>LCFF Supplemental Site Allocation</p> <p>Title I Part A Site Allocation</p> <p>Title I Part A Site Allocation</p>	<p>12,755</p> <p>41489</p> <p>56,000.00</p>	School year 2021-22
3.6	<p>Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher and BIA</p> <p>IA 3rd-5th grade</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth X Other</p>	ELD Teacher BIA (ELO)	<p>LCFF Supplemental English Learner Central</p> <p>Other</p>	115,175	School year 2021-22

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 appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).	X All Students English Learners Low-Income Students Foster Youth Other	Teacher with Coaching Responsibilities	Title I Part A Site Allocation	134,998.00	School year 2021-22
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	1.0 FTE Intervention Teacher					
3.8		All Students English Learners Low-Income Students Foster Youth Other				
3.9	.	All Students English Learners Low-Income Students Foster Youth Other				
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: 2020-21

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

ANALYSIS

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

Implementation of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

Implementation of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

No changes will be made

2020-21

Identified Need

Students need opportunities to learn about possible career paths and the steps needed to help them as they progress towards their future. We will ensure each student is engaged and supported in activities that engage them in college, career and planning for their futures.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	Parents: 68.9% Students: 75.3%	Maintain or increase
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	Parents: 74.4%	Maintain or increase

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	Establish science based school activities to promote our science and engineering focus. Schedule science based	X All Students English Learners Low-Income Students Foster Youth Other	Principal Science Prep teacher IA	Title I Part A Site Allocation Title I Part A Site Allocation Title I Part A Site Allocation	1,000.00 1500 1,393	School year 2021-22

	<p>assemblies to promote our science and engineering focus.</p> <p>Lab supplies</p>					
4.2	Provide current technology	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	Principal			School year 2021-22
4.3	<p>Purchase supplemental fiction and nonfiction reading text for TK-5 School library</p> <p>technology for the library, student use.</p> <p>Classroom technology</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>ICT</p>	<p>Title I Part A Site Allocation</p> <p>Title I Part A Site Allocation</p> <p>Title I Part A Site Allocation</p>	<p>3,000</p> <p>667</p> <p>16,000</p>	School year 2021-22

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$536,722.00

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)	\$3,000.00
LCFF Supplemental English Learner Central	\$115,175.00
LCFF Supplemental Site Allocation	\$46,656.00
Title I Part A Parent Involvement	\$4,116.00
Title I Part A Site Allocation	\$367,775.00

Subtotal of state or local funds included for this school: \$536,722.00

Total of federal, state, and/or local funds for this school: \$536,722.00

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	0.00
LCFF Supplemental English Learner Central	115,175	0.00
Title I Part A Site Allocation	367,775	0.00
Title I Part A Parent Involvement	4,116	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental English Learner Central	115,175.00
LCFF Supplemental Site Allocation	46,656.00
Title I Part A Parent Involvement	4,116.00
Title I Part A Site Allocation	367,775.00

Expenditures by Budget Reference

Budget Reference	Amount
	380,984.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,000.00
	LCFF Supplemental English Learner Central	115,175.00
	LCFF Supplemental Site Allocation	13,255.00
	LCFF Supplemental Site Allocation	33,401.00

	Title I Part A Parent Involvement	2,058.00
	Title I Part A Parent Involvement	2,058.00
	Title I Part A Site Allocation	140,425.00
	Title I Part A Site Allocation	227,350.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,616.00
Goal 2	82,646.00
Goal 3	425,900.00
Goal 4	23,560.00

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
Linda Wheaton	Other School Staff
Abigail Jaculina	Classroom Teacher
Jeanene Teeter	Parent or Community Member
Julie Gerbitz	Classroom Teacher
Diana Magee	Parent or Community Member
Mirna Pelayo	Principal
Robert Magee	Parent or Community Member
Halal Nafek	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 June 7th, 2021.

Attested:

M. Pelayo

Principal, Mirna Pelayo on 06/07/2021

Michelle Briggs

SSC Chairperson, Michelle Briggs on 06/07/2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Pasadena Avenue Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,000.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,000.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$115,175.00 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 and BIA		\$115,175.00	Engaging Academic Programs	
IA 3rd-5th grade				
LCFF Supplemental English Learner Central Total Expenditures:		\$115,175.00		
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

Conduct monthly "lunches with the principal" for students who demonstrate selected character traits.	\$0.00	Healthy Environments for Social-Emotional Growth	
Recognize and celebrate students for character performance and behavioral improvements. Positive Behavior Intervention System. Schedule PBIS based assembly. Maintain communication with stakeholders	\$500.00	Healthy Environments for Social-Emotional Growth	
	\$500.00	Connected School Communities	
Increase student daily attendance through a variety of methods.	\$0.00	Healthy Environments for Social-Emotional Growth	
Offer clerk additional paid hours to target chronic attendance issues. Additional 2 hrs. daily	\$24,901.00	Healthy Environments for Social-Emotional Growth	
Purchase MobyMax, ESGI, and RAZ Kids (computer based programs) to support targeted students in ELA and Math.	\$8,000.00	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 and Math skills. (SWUN) . Intervention materials	\$12,755.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Supplemental Materials & Supplies			
LCFF Supplemental Site Allocation Total Expenditures:		\$46,656.00	
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00	

Funding Source: Title I Part A Parent Involvement \$4,116.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Pasadena Avenue Elementary School

Maintain a parent resource center by coordinating services to support parenting and student achievement.

\$2,058.00 Connected School Communities

During Distance Learning Parent liaisons will provide virtual office hours for parents and or students who help support and navigate distance learning, hybrid model and return to site based instruction

\$2,058.00 Connected School Communities

Title I Part A Parent Involvement Total Expenditures: \$4,116.00

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

Funding Source: Title I Part A Site Allocation

\$367,775.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase staff support to improve student behaviors and self monitoring.		\$27,963.00	Healthy Environments for Social-Emotional Growth	
Additional Recreational Aide hours		\$26,282.00	Healthy Environments for Social-Emotional Growth	
Purchase LEXIA (computer based program) to support targeted students in the area of English Language Arts.		\$11,900.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.

Pasadena Avenue Elementary School

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	\$134,998.00	Engaging Academic Programs	
	\$3,495.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
	\$41,489.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
	\$1,088.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
	\$56,000.00	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.	\$1,000.00	Clear Pathways to Bright Futures	
Schedule science based assemblies to promote our science and engineering focus.			
Lab supplies			
Purchase supplemental fiction and nonfiction reading text for TK-5 School library	\$3,000.00	Clear Pathways to Bright Futures	
technology for the library, student use.			
Classroom technology	\$1,500.00	Clear Pathways to Bright Futures	

Pasadena Avenue Elementary School

\$667.00 Clear Pathways to
Bright Futures

\$1,393.00 Clear Pathways to
Bright Futures

\$16,000.00 Clear Pathways to
Bright Futures

Employ Instructional aids to assist teachers
with small group instruction to meet
common core state standards, NGSS
standards and ELD state standards (TK-
2nd)

\$31,000.00 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.

\$10,000.00 Engaging Academic
Programs

Focus 2: Ensure a high level of math and science skills for all
students.

Teacher professional development

Title I Part A Site Allocation Total Expenditures: \$367,775.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Pasadena Avenue Elementary School Total Expenditures: \$536,722.00