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, 2023	August 8, 2023

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

Additional Targeted Support and Improvement

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Pasadena Avenue Elementary met the criteria for the following student groups:

1. Black or African Americans
2. Students with Disabilities
3. Two or More Races
4. English learners
5. White
6. Hispanic

Table of Contents

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance

Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

District Climate Survey Results Spring 2022   District Climate Survey Results Spring 2023
Parent number of participation-85   Parent number of participation-107
Student number of participation-39   Student number of participation-89
Staff number of participation-11   Staff number of participation-4

2021-2022   2022-2023
High Expectations/Caring Relationships   Parent: 97.6%   Student: 97.4%   Caring Relationship (school has a climate that is caring)   Parent: 92.5% Student: 69.6%
Participation/Engagement/Motivation   Parent: 87.2%   Student: 76.5%   Student Engagement (Students are interested in what they are learning)   Parent: 86.7% Student: 58.7%
Safety   Parent: 97.7%   Student: 78.4%   Safety (My school is a safe place for all students)   Parent: 87.6% Student: 59.2%
School Culture/Sense of Belonging   Parent: 97.7%   Student: 78.9%   Sense of Belonging (Adults at my school treat students respectfully)   Parent: 92.4% Student: 72.2%
Academic Progress   Parent: 93.1%   Student: 94.4%   Academic Progress(Questions and concerns about school work are addressed)   Parent: 91.4% Student: 74.0%
Parent Involvement   Parent: 96.4%   Family and Staff Engagement (The school offers families opportunities to be involved in school and classroom activities)   Parent: 83.1% Student: N/A
School Decision Making   Parent: 91.7%   Customer Satisfaction (I would recommend my school to other families)   Parent: 88.2%.
Student:63.5%

Since COVID 19 Pandemic altered all aspects of society, including education and household stability, much of the data analysis reflects the two full academic years since the 2020-2021 hybrid education format and 2022-2023.

Preliminary California Assessment of Performance and Progress Spring 2022:
Students Met and Exceeded In ELA.   Students Met and Exceeded In Math
3rd grade-21.74%.   3rd grade-19.15%
4th grade-28.89%   4th grade-17.3%
5th grade-32.65%   5th grade-10.42%

ELA---Math Subgroups:
EL: 16.67%-----10.53%
Low SES: 27.56%-----15.4%
AA: 25%-----5%

His: 26.42%----21.15%
White: 31.37%----15.38%
RFEP: 46.15%----25%
Sped: 9.52%----9.52%
Homeless: 16.67%----0%

2022-2023 Academic Data:
2021-2022 Academic Data:

iReady text level (K-2nd grade)
iReady text level (K-2nd grade)
Kindergarten students tested in the Winter, 27.4% below grade level and 61.3% at grade level
Kinder-Fall did not test   Spring- 66.7% at grade level
1st grade, 50.9% below grade level and 42.1% at grade level (decrease from fall to winter of 8.8%)   1st grade-Fall 21.2%   Spring-32.7% at grade level
2nd grade, 32.1% below grade level and 60.7% at grade level (increase from fall to winter of 28.6%)
2nd grade-Fall 38.8%1%   Spring-55.1% at grade level

Subgroups increased from fall to winter
Black or African American increased by 5.3%
Black or African American increased by 27.5%
Hispanic or Latino increased by 23.2%
Hispanic or Latino increased increased by 20%
White increased by 22.6%
White increased by 26.6%
Low SES increased by 20.5%   Low SES increased by27.3%
SWD increased by 18.6%
SWD increased by 30%
EL increased by 16.7%   EL increased by 14%
Homeless stayed the same 25%
Homeless increased by 50%

*Based on 2022-2023 data, "all students" (Targeted support and improvement subgroups) grew in ELA from fall to winter.
*Based on 2021-2022 data, "all students" (Targeted support and improvement subgroups) grew in ELA from fall to spring.
*ESGI and Dibels is a need to help implement program and for student assessments for "all students" (Targeted support and improvement subgroups)

2022-2023 iReady Math level (1st-2nd grade)
2021-2022 iReady Math Levels (TK-2nd)
1st grade, 66.7% below grade level and 26.3% at grade level (increase from fall to winter 17%)
2nd grade, 78.6% below grade level and 12.5% at grade level (increase from fall to winter 10.6%)

Subgroups increase from fall to winter
Black or African American increased by 2.8%
Black or African American increased by 6.7%
Hispanic or Latino increased by 6.2%
Hispanic or Latino increased by 3.7%
White increased by 8.9%
White increased by 14.3%
Low SES increased by 6%   Low SES increased by 5.9%
SWD increased by 7.2%
SWD stayed the same at 25%

EL increased by 2.1%   EL
and Homeless were at 0%
Homeless increased by 28.6%

*Based on 2022-2023 data, "all students" (Targeted support and improvement subgroups) grew in Math from fall to winter.
*Based on 2021-2022 data, "all students" (Targeted support and improvement subgroups) grew in Math from fall to spring with the exception of EL and Homeless.
*ESGI and Dibels is a need to help implement program and for student assessments for "all students" (Targeted support and improvement subgroups)

2022-2023 iReady Text level (3rd-5th grade):
2021-2022 iReady Text Level (3rd-5th grade)
3rd grade, 45.3% below grade level and 34.0% at grade level (increase from fall to winter, 13.2%)
4th grade, 34.0% below grade level and 26.4% at grade level (increase from fall to winter, 13.2%)
5th grade, 42.9% below grade level and 26.2% at grade level (increase from fall to winter, 14.3%)

Subgroups increased from fall to winter
Subgroups at grade levels
Black or African American increased by 7.1%
Black or African American at grade level 7.1%
Hispanic or Latino increased by 10.2%
Hispanic or Latino at grade level 0%
White increased by 22%
White at grade level 10.9%
Low SES increased by 10.5%   Low
SES at grade level 7.8%
SWD increased by 23.6%
SWD at grade level 0%
EL increased by 2.9%   EL
at grade level 0%
Homeless stayed the same 7.1%
Homeless at grade level 0%

*Based on 2022-2023 data, "all students" (Targeted support and improvement subgroups) grew in ELA from fall to winter
.
*Based on 2021-2022 data, "all students" (Targeted support and improvement subgroups) were not at grade level in ELA.
*ESGI and Dibels is a need to help implement program and for student assessments for "all students" (Targeted support and improvement subgroups)

2022-2023 iReady Math (3rd-5th grade):   2021-
2022 iReady Math (3rd-5th)
3rd grade, 32.1 below grade level and 22.6% at grade level (increase from Fall to Winter, 15.1%)
4th grade, 37.7% below grade level and 11.3% at grade level (increase from Fall to Winter, 9.4%)
5th grade, 23.8% below grade level and 21.4% at grade level (increase from Fall to Winter, 14.3%)

Subgroups increased from fall to winter
Subgroups increased from fall to winter
Black or African American increased by 10.7%   Black
or African American increased by 5%
Hispanic or Latino increased by 18.4%
Hispanic or Latino increased by 11.7%
White increased by 7.9%   White
increased by 6.1%
Low SES increased by 10.4%   Low
SES increased by 6.2%
SWD increased by 17.6%   SWD
increased by 5.5%

EL increased by 5.7%   EL
increased by 7.1%
Homeless stayed the same 7.7%
Homeless stayed at 0%

*Based on 2022-2023 data, "all students" (Targeted support and improvement subgroups) grew in Math from fall to winter.
*Based on 2021-2022 data, "all students" (Targeted support and improvement subgroups) grew in Math from fall to winter with the exception fo Homeless.
*ESGI and Dibels is a need to help implement program and for student assessments for "all students" (Targeted support and improvement subgroups)

Suspension Data 2022-2023
Targeted Support and Improvement subgroup results:
All groups-1.61%
Black/African American-6.56%
Hispanic/Latino-.88%
White-0%
ELL-0%
Low SES-2.65%
SWD-0%
FY-0%
Homeless-4.76%
*Suspension continues to be a last resort discipline model, however we will continue to use SEL Curriculum, Restorative Practices, PBIS strategies, and Responsive Classroom Strategies.

Attendance in 2021-2022 was a very difficult element to track and accurately measure the year with a variety of required absences through health protocols due to the continued COVID 19 Pandemic. There was a continued positive push by the school to connect families and eliminate barriers for students being present and on-time. As of the end of the 2021 calendar year (December 2021), the Chronically Absent attendance percentages were as follows: 35.3%
Two subgroups that have higher percentages than the overall student population: Black/African American 47.1% and Hispanic or Latino 42.4%

Attendance 2022-2023 was still challenging to track, as many families that struggled to bring students to be present and on-time still struggled; As of the end of the calendar year (December 2022), the Chronically Absent attendance percentages were as follows:
Overall Chronically Absent: 39.6%
One subgroup continues to have a high percentage Chronically absent: Black/African American 45.6%
White Subgroup: 44.3%

California School Dashboard 2022 Chronic Absenteeism
African American-55.3%
English Learners-33.7%
Hispanic-50%
Two or more races-36.7%
Socioeconomically Disadvantage-45.2%
White-40.3%

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis.

	Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Generally there is a study in the change of data over time, but due to the pandemic, very little reliable data came out of the 19-20 and 20-21 school years. That is why the educational partners looking at data decided to instead focus on 2021-2022 and 2022-2023 data.

Things that educational partners noticed when looking at data:

Text level & iReady:
- Although growth was made in Kinder and 2nd, a decrease score occurred in first grade from fall to winter.
- Students are not mastering phonological awareness.
- There is a need for rich and consistent instruction and assessment in the area of Phonological Awareness.
- The site researched and determined appropriate Intervention curriculum to implement. Teachers will receive support and training to identify students who are not making adequate progress and how to determine the appropriate tiered support for these students.
- iReady data is similar to or higher than data from 20-21 school year. Many believe that to be from a lack of engagement during distance learning that yielded very low academic data.
- Pre-pandemic scores on iReady were lower than this year, although growth was made students are not at grade level. Math is noticeably lower than reading scores.

District Survey:
- There are differences between students and parents responses. Parents percentage scores are higher than students percentage scores.
- Low number of staff participation this year 2022-2023.
- Safety was a lower percentage rate this year than last.

Attendance:
- Overall attendance increased than previous years.
- Chronic absentee numbers have slightly decreased in the subgroups but increased overall.
- Absence rate increased this year overall.
The group discussed the impact COVID isolation protocols had on these numbers and also the impact attendance has on all other academic and climate data.

School and Learning Community Areas of Focus based on data:
- Build on academic growth made this year. Return to pre-pandemic academic levels and continue to increase grade levels next school year by streamlining assessments, purchase of SIIPPS materials, Curriculum training for staff and teacher. This includes collaboration and professional development focused on small group instruction, engagement strategies, and building on foundational skills.
- Addressing social emotional needs through SEL curriculum and school counselor providing one one lessons as well as class lessons.
- Return the Chronic Absentee numbers below 20% through attendance improvement campaigns with the community. This will be additionally important as the school day will be starting 30 minutes earlier this year. Working with district resources and office staff to engage families in discussion and plans to ensure students are at school and on time.
- Improve student, parent, and staff response scores on District Climate Survey. When meeting with students, many spoke about things that they enjoyed about school prior to the pandemic. They were craving the sense of community and normalcy that those events (field trips, rallies, events, etc.) brought to their school experience. Continued focus on engaging families and students.
- Based on an analysis of state and local data, the following root causes contributing to the results suspension rates higher SWD than other sub-groups were identified: The impact of COVID 19 on student and family connectedness with school, economic instability of families, post-pandemic low attendance rates and lack of student support at home. There were more social emotional needs.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Validity of data produced this year and is being looked at carefully through a lens that captures the whole picture, not just the numbers. All academic data increased this year and while there was significant growth during the course of the year, current data is still behind the progress that was made prior to the pandemic. There has also been similar negative data observed in attendance and some areas of the climate survey. Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. Low-Socioeconomically Disadvantaged, English Learners and Homeless students continue to lack the resources and parent support to fluently access 21st Century Learning and technologies during the full distance learning and hybrid models. This lack of access during the distance learning and hybrid times created a loss of instruction learning for these students. The lost in-person instructional time necessitate the importance of fluently accessing 21st Century Learning skills and fluent techno-literacy for students to develop independence creatively accessing learning.
2. Additional supplemental resources in ELA programs to further prepare our students for an ever changing future requiring the ability to think critically.
3. Balancing Social-Emotional Learning and Academic Learning throughout the instructional day proves necessary to continue the site's implementation of programs to support student need ever more.
4. The site's ongoing allocation of materials to continue to support content area literacy along with increase of accessible technologies also proves necessary.
5. Continue to provide supports in the social/emotional needs for our students through PBIS, hiring one full time Campus Representatives, also two Parent Liaisons to work with families.
6. As a site we are strategically utilizing MTSS resources school wide. While continuing to support student socio-emotionally, there will be a greater emphasis on academic intervention, professional development in SIIPPS 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.
7. Our staff found it vital to have supports in the primary grades by hiring one additional Instructional Assistant for 3rd-5th grade to help support students, this year the district's continues to provide one IA per class in 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.

Input from Educational Partners

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. .

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.3%	1.34%	0.9%	1	4	3
African American	14.5%	9.70%	11.11%	48	29	37
Asian	9.1%	8.03%	12.91%	30	24	43
Filipino	1.2%	1.00%	0.9%	4	3	3
Hispanic/Latino	35.1%	36.45%	32.13%	116	109	107
Pacific Islander	%	%	0%			0
White	30.8%	34.78%	32.13%	102	104	107
Multiple/No Response	9.1%	8.70%	9.91%	30	26	33
			Total Enrollment	331	299	333

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	90	70	80
Grade 1	59	49	54
Grade 2	47	44	52
Grade3	47	46	52
Grade 4	47	43	53
Grade 5	41	47	42
Total Enrollment	331	299	333

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	49	63	78	14.80%	21.1%	23.4%
Fluent English Proficient (FEP)	12	23	23	3.60%	7.7%	6.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Pasadena Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1 Not Participating	Below	At	Winter 2022-2023/Diagnostic 2 Not Participating	Below	At	Spring 2022-2023/Diagnostic 3 Not Participating	Below	At
All	200	80	52	0	40	64	96			
Black/African Am.	28	6	10	7	8	10	10			
Hispanic or Latino	60	21	22	12	11	22	27			
White	78	40	13	20	14	25	39			
EL	48	25	17	6	14	20	14			
RFEP	2	0	0	1	0	0	1			
Low SES	111	47	30	25	19	42	50			
SWD	15	9	2	3	3	5	6			
FY	2	1	0	1	0	1	1			
Homeless	8	1	2	1	3	2	2			

Pasadena Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1 % Not Participating	% Below	% At	Winter 2022-2023/Diagnostic 2 % Not Participating	% Below	% At	Spring 2022-2023/Diagnostic 3 % Not Participating	% Below	% At
All	201	60.6%	39.4%	0.0%	19.9%	31.8%	47.8%			
Black/African Am.	28	26.1%	43.5%	30.4%	28.6%	35.7%	35.7%			
Hispanic or Latino	60	38.2%	40.0%	21.8%	18.3%	36.7%	45.0%			
White	78	54.8%	17.8%	27.4%	17.9%	32.1%	50.0%			
EL	48	52.1%	35.4%	12.5%	29.2%	41.7%	29.2%			
RFEP	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%			
Low SES	111	46.1%	29.4%	24.5%	17.1%	37.8%	45.0%			
SWD	15	64.3%	14.3%	21.4%	20.0%	33.3%	40.0%			
FY	2	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%			
Homeless	8	25.0%	50.0%	25.0%	37.5%	25.0%	25.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Pasadena Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	24	0	0	25	0	0			
K	62	54	0	0	7	17	38			
1	57	0	24	30	4	29	24			
2	56	2	28	22	4	18	34			

Pasadena Avenue Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	62	100.0%	0.0%	0.0%	11.3%	27.4%	61.3%			
1	57	0.0%	44.4%	55.6%	7.0%	50.9%	42.1%			
2	56	3.8%	53.8%	42.3%	7.1%	32.1%	60.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

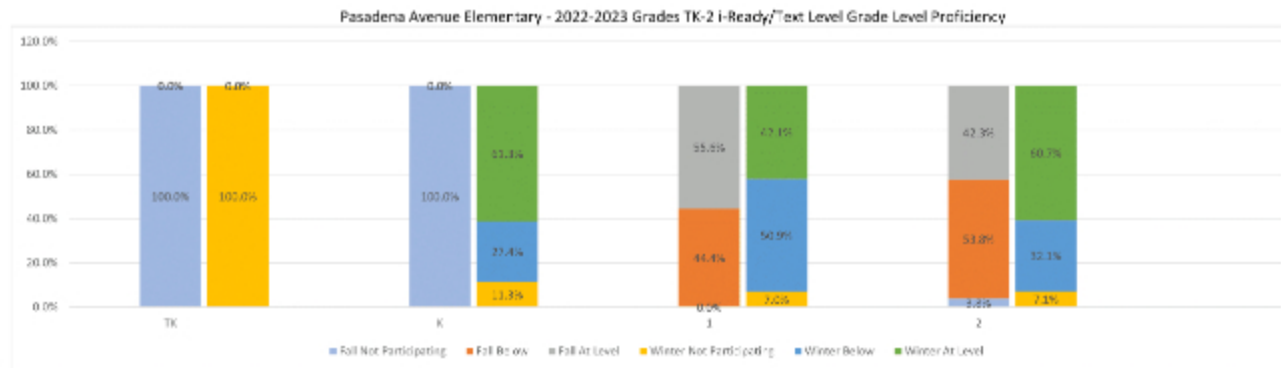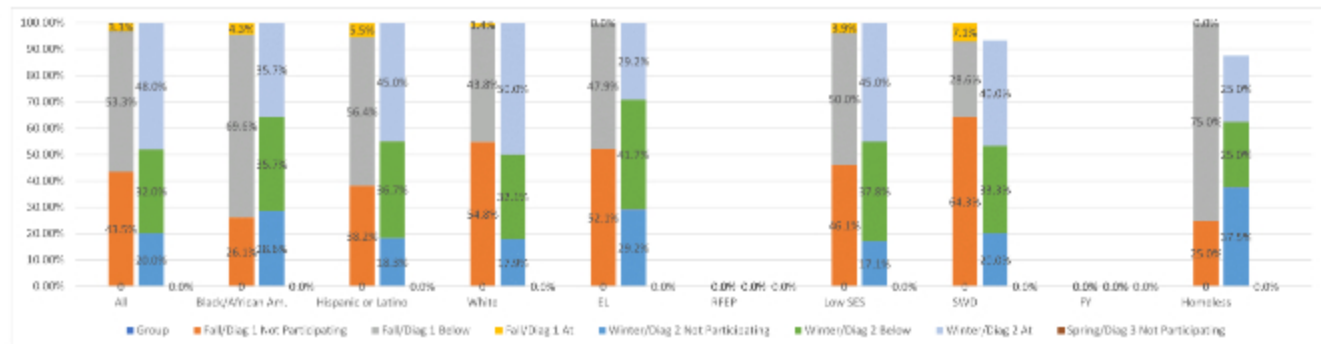
Pasadena Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Pasadena Avenue Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	200	80	98	6	96	98	6			
Black/African Am.	28	6	16	1	11	16	1			
Hispanic or Latino	60	21	31	3	26	31	3			
White	78	40	32	1	45	32	1			
EL	48	25	23	0	25	23	0			
RFEP	2	0	1	0	0	1	0			
Low SES	111	47	51	4	56	51	4			
SWD	15	9	4	1	9	4	1			
FY	2	1	1	0	1	1	0			
Homeless	8	1	3	0	4	3	0			

Pasadena Avenue Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	201	43.5%	53.3%	3.3%	47.8%	48.8%	3.0%			
Black/African Am.	28	26.1%	69.6%	4.3%	39.3%	57.1%	3.6%			
Hispanic or Latino	60	38.2%	56.4%	5.5%	43.3%	51.7%	5.0%			
White	78	54.8%	43.8%	1.4%	57.7%	41.0%	1.3%			
EL	48	52.1%	47.9%	0.0%	52.1%	47.9%	0.0%			
RFEP	2	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%			
Low SES	111	46.1%	50.0%	3.9%	50.5%	45.9%	3.6%			
SWD	15	64.3%	28.6%	7.1%	60.0%	26.7%	6.7%			
FY	2	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%			
Homeless	8	25.0%	75.0%	0.0%	50.0%	37.5%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Pasadena Avenue Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	24	0	0	25	0	0			
K	62	54	0	0	62	0	0			
1	57	0	49	5	3	49	5			
2	56	2	49	1	6	49	1			

Pasadena Avenue Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	62	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	57	0.0%	90.7%	9.3%	5.3%	86.0%	8.8%			
2	56	3.8%	94.2%	1.9%	10.7%	87.5%	1.8%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Pasadena Avenue Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
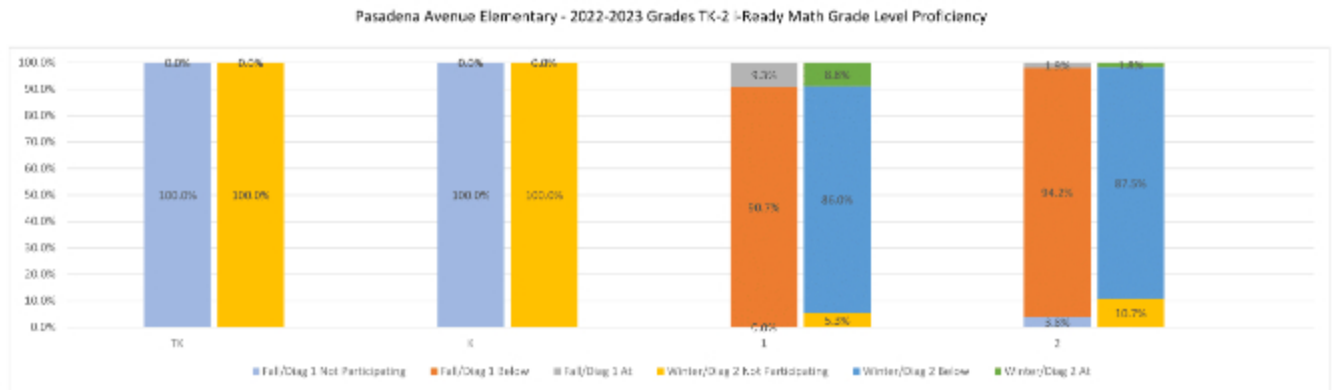
Conclusions based on this data:

1. iReady Text level
   Kindergarten students tested in the Winter, 27.4% below grade level and 61.3% at grade level
   1st grade, 50.9% below grade level and 42.1% at grade level (decrease from fall to winter of 8.8%)
   2nd grade, 32.1% below grade level and 60.7% at grade level (increase from fall to winter of 28.6%)

   Subgroups increased from fall to winter
   Black or African American increased by 5.3%
   Hispanic or Latino increased by 23.2%
   White increased by 22.6%
   Low SES increased by 20.5%
   SWD increased by 18.6%
   EL increased by 16.7%
   Homeless stayed the same 25%

   Based on this data, "all students" (Targeted support and improvement subgroups) grew in ELA from fall to winter.
   Hispanic or Latino had the highest percentage of growth.

   iReady Math level
   1st grade, 66.7% below grade level and 26.3% at grade level (increase from fall to winter 17%)
   2nd grade, 78.6% below grade level and 12.5% at grade level (increse from fall to winter 10.6%)

   Subgroups increase from fall to winter
   Black or African American increased by 2.8%
   Hispanic or Latino increased by 6.2%
   White increased by 8.9%
   Low SES increased by 6%
   SWD increased by 7.2%
   EL increased by 2.1%
   Homeless increased by 28.6%

Caring Relationships

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.	107	92.52%	89	69.66%	4	75.00%
B) There are students and staff on campus who listen to students when they have something to say.	107	93.46%	87	57.47%	4	100.00%
C) There is an adult from the school who checks on how students are doing.	106	83.96%	87	63.22%	4	75.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	107	85.98%	85	78.82%	4	100.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					4	100.00%
F) Staff feels part of an effective team.					4	75.00%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	107	92.52%			4	75.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	106	96.23%			4	50.00%
C) The school offers families opportunities to be involved in school and classroom activities.	107	83.18%			4	25.00%
D) The school keeps families well-informed about school activities.	107	89.72%			4	75.00%
E) The staff at our school listens to family concerns about issues.	107	87.85%			4	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	106	94.34%			4	100.00%
G) The school and families are partners in promoting positive behavior for my student.	106	92.45%			4	100.00%
H) Families who speak a language other than English receive general information about our school in their home language.	103	95.15%			4	50.00%
I) Staff receive information about upcoming events and important information about the school.					4	75.00%

School Decision Making

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.	107	71.03%	85	57.65%	4	100.00%
B) Important school decisions reflect diverse input.	104	70.19%	80	60.00%	4	75.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	106	84.91%				
D) The principal and staff listen to concerns of other staff members about issues.					4	75.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					4	50.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					4	50.00%
G) Our school uses data from this survey to inform site decision making.					4	50.00%
H) Staff voice matters in decision making.					4	50.00%

Safety

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Concerns abouts student safety are taken seriously.	106	85.85%	87	68.97%	4	75.00%
B) Concerns about student safety are addressed in a timely manner at my school.	106	84.91%	83	67.47%	4	75.00%
C) My school is a safe place for all students.	105	87.62%	81	59.26%	4	75.00%
D) My school is a safe place for all staff.					4	75.00%
E) Students know what staff member to go to if they have a safety concern.	107	82.24%	81	74.07%	4	75.00%
F) Students know school safety protocols.	106	86.79%	82	85.37%	4	75.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	106	84.91%	81	54.32%	4	100.00%

Sense of Belonging

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.	107	85.05%	84	65.48%	4	100.00%
B) Adults at my school treat students respectfully.	106	92.45%	83	72.29%	4	100.00%
C) Students are respectful to each other at school.	106	81.13%	82	29.27%	4	75.00%
D) Students have opportunities to socialize with other students often at school.	106	92.45%	85	61.18%	4	100.00%
E) Students have an adult on campus they trust.	106	86.79%	83	81.93%	4	100.00%
F) Students trust other students at school.	101	80.20%	83	86.75%	4	75.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	102	75.49%	81	58.02%	4	50.00%
H) School staff reflects student diversity.	101	72.28%	80	67.50%	4	50.00%

Academic Progress

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.	106	84.91%	84	79.76%	4	50.00%
B) Questions and concerns about schoolwork are addressed.	105	91.43%	81	74.07%	4	75.00%
C) Student grades reflect their knowledge of the material.	105	90.48%	81	66.67%	4	75.00%
D) Adults at my school believe all students can be successful.	106	93.40%	81	67.90%	4	100.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	106	87.74%	77	61.04%	4	75.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	106	88.68%	82	69.51%	4	75.00%
G) Teachers at my school go out of their way to help all students.	106	85.85%	80	55.00%	4	50.00%
H) Students receive timely and regular feedback on their learning.	102	90.20%	78	69.23%	4	75.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	105	82.86%			4	50.00%

High Expectations

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.	102	74.51%	84	50.00%	4	75.00%
B) School recognizes and celebrates the academic success of all students.	106	88.68%	81	70.37%	4	75.00%
C) Adults on campus motivate students to do their best.	105	80.00%	79	69.62%	4	50.00%
D) School provides additional academic support when students are struggling.	106	72.64%	80	73.75%	4	100.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.	106	86.79%	80	58.75%	4	75.00%
B) Students have access to classes and activities that meet their interests and talents.	106	82.08%	77	64.94%	4	50.00%
C) Students understand how to complete their schoolwork.	105	90.48%	79	74.68%	4	75.00%
D) Students complete assignments on time.	106	88.68%	78	57.69%	4	75.00%
E) Students are motivated to do their schoolwork.	105	84.76%	79	55.70%	4	50.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	95	55.79%	82	60.98%	3	33.33%
B) Students and families know what classes they will have to take and pass to graduate from high school.	93	59.14%	83	49.40%	3	33.33%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	91	58.24%	82	50.00%	3	33.33%
D) School offers college and career programs.	85	32.94%	81	32.10%	3	33.33%
E) Students participate in programs to learn about different jobs, careers, and colleges.	86	32.56%	81	37.04%	3	33.33%
F) Students are prepared for the next step of their educational experience.	89	66.29%	82	64.63%	4	0.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					4	50.00%
H) There are equitable opportunities for advancement in the district.					4	25.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	102	88.24%	85	63.53%	4	50.00%
B) San Juan Unified School District is a district that I would recommend to other families.	103	84.47%	83	72.29%	4	75.00%

Pasadena Avenue Elementary 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	350	1	0.29%	1	1	0.29%	0	0.00%	0	0.00%
Black/African Am.	55	1	1.82%	1	1	1.82%	0	0.00%	0	0.00%
Hispanic or Latino	109	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	130	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
ELL	85	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	16	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	211	1	0.47%	1	1	0.47%	0	0.00%	0	0.00%
SWD	34	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	4	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	17	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
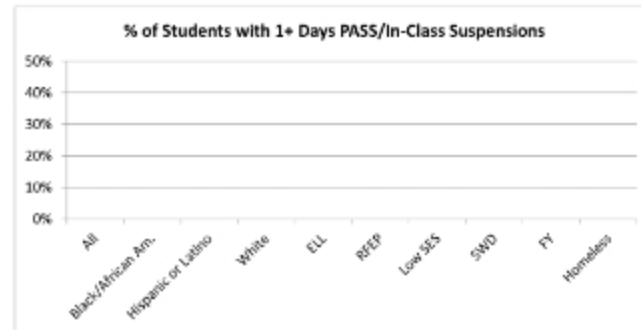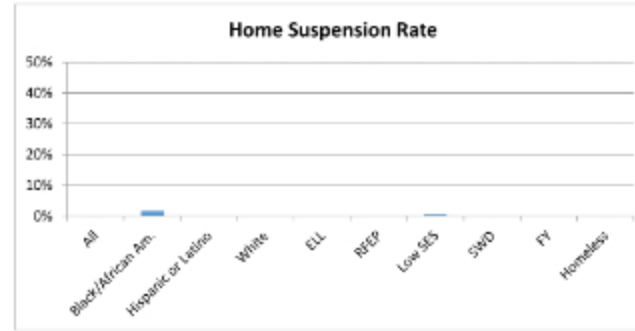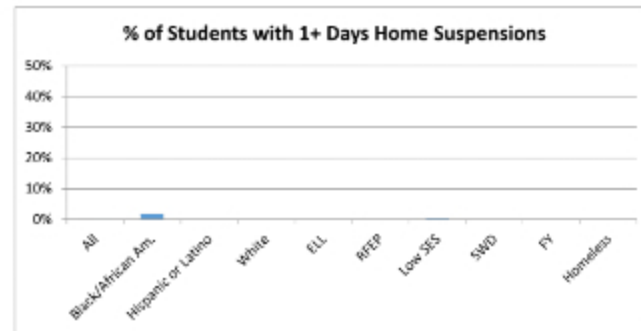
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

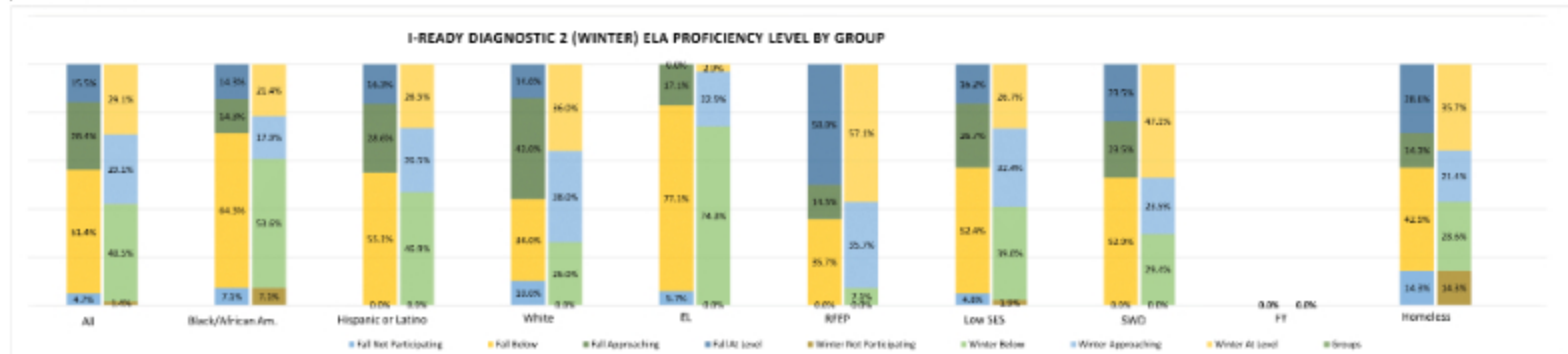Pasadena Avenue Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Group	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	148	7	76	42	23	2	60	43	43				
Black/African Am.	28	2	18	4	4	2	15	5	6				
Hispanic or Latino	49	0	27	14	8	0	23	13	13				
White	50	5	17	21	7	0	13	19	18				
EL	35	2	27	6	0	0	26	8	1				
RFEP	14	0	5	2	7	0	1	5	8				
Low SES	105	5	55	28	17	2	41	34	28				
SWD	17	0	9	4	4	0	5	4	8				
FY	2	0	1	1	0	0	1	0	1				
Homeless	14	2	6	2	4	2	4	3	5				

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Group	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	148	4.7%	51.4%	28.4%	15.5%	1.4%	40.5%	29.1%	29.1%				
Black/African Am.	28	7.1%	64.3%	14.3%	14.3%	7.1%	53.6%	17.9%	21.4%				
Hispanic or Latino	49	0.0%	55.1%	28.6%	16.3%	0.0%	46.9%	26.5%	26.5%				
White	50	10.0%	34.0%	42.0%	14.0%	0.0%	26.0%	38.0%	36.0%				
EL	35	5.7%	77.1%	17.1%	0.0%	0.0%	74.3%	22.9%	2.9%				
RFEP	14	0.0%	35.7%	14.3%	50.0%	0.0%	7.1%	35.7%	57.1%				
Low SES	105	4.8%	52.4%	26.7%	16.2%	1.9%	39.0%	32.4%	26.7%				
SWD	17	0.0%	52.9%	23.5%	23.5%	0.0%	29.4%	23.5%	47.1%				
FY	2	0.0%	50.0%	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%				
Homeless	14	14.3%	42.9%	14.3%	28.6%	14.3%	28.6%	21.4%	35.7%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP
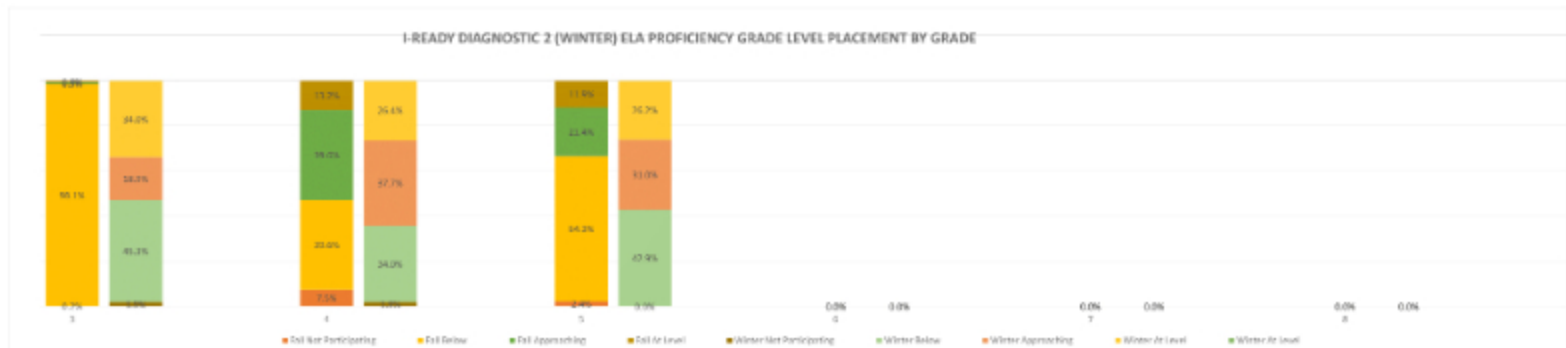
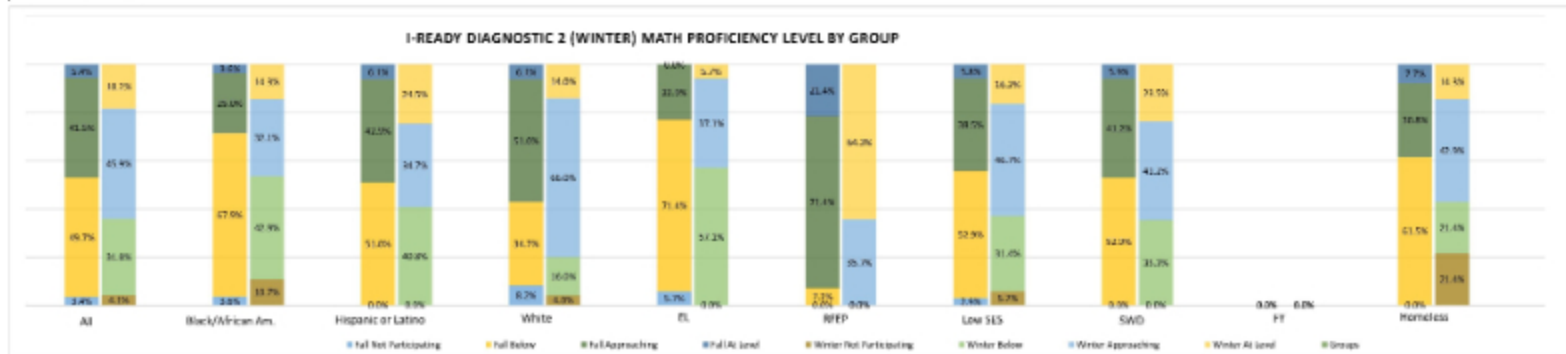| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	2	28	12	11	1	24	10	18				
4	53	4	21	21	7	1	18	20	14				
5	42	1	27	9	5	0	18	13	11				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	3.8%	52.8%	22.6%	20.8%	1.9%	45.3%	18.9%	34.0%				
4	53	7.5%	39.6%	39.6%	13.2%	1.9%	34.0%	37.7%	26.4%				
5	42	2.4%	64.3%	21.4%	11.9%	0.0%	42.9%	31.0%	26.2%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Pasadena Avenue Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

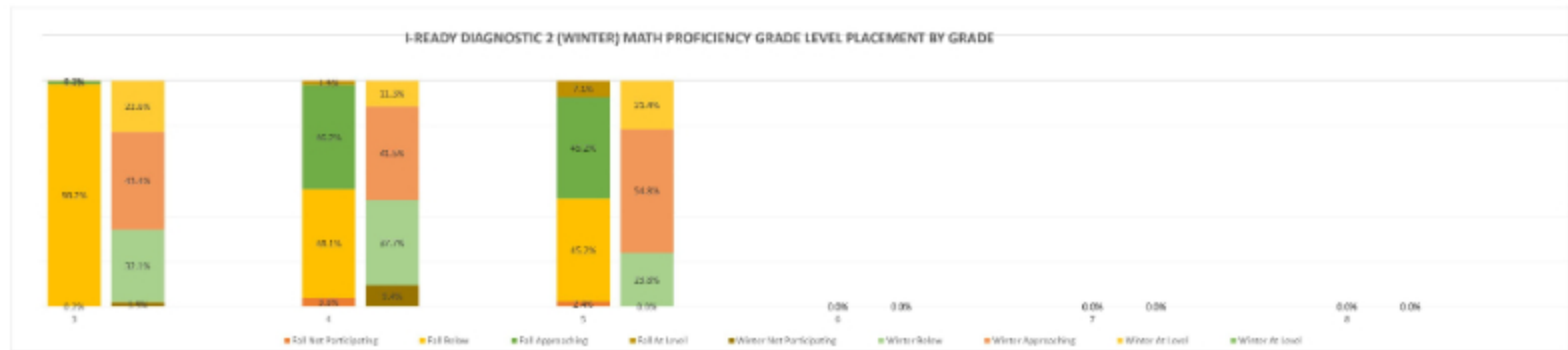| Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	148	5	73	61	8	6	47	68	27				
Black/African Am.	28	1	19	7	1	3	12	9	4				
Hispanic or Latino	49	0	25	21	3	0	20	17	12				
White	50	4	17	25	3	2	8	33	7				
EL	35	2	25	8	0	0	20	13	2				
RFEP	14	0	1	10	3	0	0	5	9				
Low SES	105	3	55	40	6	6	33	49	17				
SWD	17	0	9	7	1	0	6	7	4				
FY	2	0	2	0	0	1	1	0	0				
Homeless	14	0	8	4	1	3	3	6	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	148	3.4%	49.7%	41.5%	5.4%	4.1%	31.8%	45.9%	18.2%				
Black/African Am.	28	3.6%	67.9%	25.0%	3.6%	10.7%	42.9%	32.1%	14.8%				
Hispanic or Latino	49	0.0%	51.0%	42.9%	6.1%	0.0%	40.8%	34.7%	24.5%				
White	50	8.2%	34.7%	51.0%	6.1%	4.0%	16.0%	66.0%	14.0%				
EL	35	5.7%	71.4%	22.9%	0.0%	0.0%	57.1%	37.1%	5.7%				
RFEP	14	0.0%	7.1%	71.4%	21.4%	0.0%	0.0%	35.7%	64.3%				
Low SES	105	2.9%	52.9%	38.5%	5.8%	5.7%	31.4%	46.7%	16.2%				
SWD	17	0.0%	52.9%	41.2%	5.9%	0.0%	35.3%	41.2%	23.5%				
FY	2	0.0%	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%				
Homeless	14	0.0%	61.5%	30.8%	7.7%	21.4%	21.4%	42.9%	14.3%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below – Two grade levels or more below standard
**Approaching – One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Pasadena Avenue Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	2	29	18	4	1	17	23	12				
4	53	2	25	24	1	5	20	22	6				
5	42	1	19	19	3	0	10	23	9				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	3.8%	54.7%	34.0%	7.5%	1.9%	32.1%	43.4%	22.6%				
4	53	3.8%	48.1%	46.2%	1.9%	5.4%	37.7%	41.5%	11.3%				
5	42	2.4%	45.2%	45.2%	7.1%	0.0%	23.8%	54.8%	21.4%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1.   iReady Text level 3rd-5th grade:
      3rd grade, 45.3% below grade level and 34.0% at grade level (increase from fall to winter, 13.2%)
      4th grade, 34.0% below grade level and 26.4% at grade level (increase from fall to winter, 13.2%)
      5th grade, 42.9% below grade level and 26.2% at grade level (increase from fall to winter, 14.3%)

      Subgroups increased from fall to winter
      Black or African American increased by 7.1%
      Hispanic or Latino increased by 10.2%
      White increased by 22%
      Low SES increased by 10.5%
      SWD increased by 23.6%
      EL increased by 2.9%
      Homeless stayed the same 7.1%
      Based on this data, "all students" (Targeted support and improvement subgroups) grew in ELA from fall to winter.

      iReady Math 3rd-5th grade:
      3rd grade, 32.1 below grade level and 22.6% at grade level (increase from Fall to Winter, 15.1%)
      4th grade, 37.7% below grade level and 11.3% at grade level (increase from Fall to Winter, 9.4%)
      5th grade, 23.8% below grade level and 21.4% at grade level (increase from Fall to Winter, 14.3%)

      Subgroups increased from fall to winter
      Black or African American increased by 10.7%
      Hispanic or Latino increased by 18.4%
      White increased by 7.9%
      Low SES increased by 10.4%
      SWD increased by 17.6%
      EL increased by 5.7%
      Homeless stayed the same 7.7%
      Based on this data, "all students" (Targeted support and improvement subgroups) grew in MATH from fall to winter.

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: 2022-23

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.

2022-23
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 2022-23	Expected Outcome 2023-24
Spring School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Meaningful Participation Overall ratings: Parents: 107 Students: 89 Staff: 4	Meaningful Participation Overall ratings 2023: Parents: increase 2% Students: increase 2% Staff: 50%
Spring School Survey - Overall rating of questions in School Culture/Sense of Belonging. Percent strongly agree/agree.	Caring Relationship (school has a climate that is caring) Parent: 92.5% Student: 69.6% Student Engagement (Students are interested in what they are learning) Parent: 86.7% Student: 58.7% Safety (My school is a safe place for all students) Parent: 87.6% Student: 59.2% Sense of Belonging (Adults at my school treat students respectfully) Parent: 92.4% Student: 72.2%	Caring Relationship (school has a climate that is caring) Parent: 94% Student: 71% Student Engagement (Students are interested in what they are learning) Parent: 88% Student: 60% Safety (My school is a safe place for all students) Parent: 89% Student: 61% Sense of Belonging (Adults at my school treat students respectfully) Parent: 94% Student: 74%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Academic Progress(Questions and concerns about school work are addressed) Parent: 91.4% Student: 74.0% Family and Staff Engagement (The school offers families opportunities to be involved School Decision Making In School and classroom activities) Parent: 83.1% Student: N/A Customer Satisfaction (I would recommend my school to other families) Parent: 88.2%. Student:63.5%	Academic Progress(Questions and concerns about school work are addressed) Parent: 93% Student: 76% Family and Staff Engagement (The school offers families opportunities to be involved School Decision Making In School and classroom activities) Parent: 85% Student: 50% Customer Satisfaction (I would recommend my school to other families) Parent: 90%. Student: 65% *(2% 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
1.1	Conduct parent informational night.	X All Students English Learners Low-Income Students Foster Youth Other	Principal			School Year 2023-24
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	Title I Part A Parent Involvement 4000-4999: Books And Supplies	469.00	School Year 2023-24

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	2,719.00	School Year 2023-24
1.4	.	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 susses and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2022-23

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.

2022-23
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 2022-23	Expected Outcome 2023-24
Attendance Rate data	92.52% Attendance Rate 39.6% all Chronic Absence	Increase Attendance Goal by 4% Decrease Chronic Absence by 4%
Suspension Rate data	1.61% overall suspension rates	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. Support subgroups including SWD.	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Principal and Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500.00	School Year 2023-24
2.2	Offer clerk additional paid hours to target	X All Students English Learners Low-Income Students	Clerk	LCFF Supplemen	14,537.00	School Year 2023-24

	chronic attendance issues. Additional 2 hrs. daily	Foster Youth Other		tal Site Allocation 2000-2999: Classified Personnel Salaries		
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) 2000-2999: Classified Personnel Salaries	14,697.00 3,412.00	School Year 2023-24
2.4	Conduct monthly "lunches with the principal" for students who	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	2000.00	School Year 2023-24

| | demonstrate selected character traits.

Recognize and celebrate students for character performance and behavioral improvements. Positive Behavior Intervention System. Schedule PBIS based assembly. | | | 4000-4999: Books And Supplies | | |
|---|---|---|---|---|---|---|

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: 2022-23

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.

2022-23
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 2022-23	Expected Outcome 2023-24
CASSPP ELA Scores Overall CA School Dashboard	Met & Exceeded: 3rd grade-21.74% 4th grade-28.89% 5th grade-32.65%	Increase by 5%
CASSPP Math Scores Overall CA School Dashboard	Met & Exceeded: 3rd grade-19.15% 4th grade-17.3% 5th grade-10.42%	Increase by 5%
K-2 iReady Text levels K-2 iReady Math	At Grade Level K-2 iReady Text levels: K-61.3% 1st grade-42.1% (first grade: text level of independent level H) 2nd grade-60.7% (Instructional Text Level : M/N & Basic Phonics Skills Test. (BPST) At Grade Level K-2 iReady Math: K-no participation 1st grade-26.3% 2nd grade-12.5% (second grade: fluency with Addition and Subtraction within 100, 3 digit with and without regrouping, Place Value: fluency adding and subtracting up to 3 digit numbers to 1000)	K-2 iReady Text levels increase 5% K-2 iReady Math increase 5% and Kinder participate First grade ELA: 75% of students will be at a text level of independent level H. Second grade ELA: 75% of students will score an Instructional Text Level : M/N & 80 % of students will score a 75/91 on the Basic Phonics Skills Test. (BPST) Second grade Math 75% of students will show fluency with Addition and Subtraction within 100 75% of students will demonstrate mastery of 3 digit with and without regrouping.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		Place Value: 75% of students will demonstrate fluency adding and subtracting up to 3 digit numbers to 1000.
Transitional Kindergarten	Transitional Kindergarten Math: TK students will be able to count objects to 10 ELA:TK students will be "Mastering" in their letter names and sounds.	Transitional Kindergarten Math: 85% of TK students will be able to count objects to 10 ELA: 85% of TK students will be "Mastering" in their letter names and sounds.
Kindergarten ELA Kindergarten MATH	Kindergarten ELA: Letter names Letter sounds Benchmark sight words Concepts of print Text level D Kindergsarten Math: identify numbers 0-30 Standard 1 counting and cardinality	Kindergarten ELA 75% of Kindergarten students will score proficient at letter names. 75% of Kindergarten students will score proficient at letter sounds. 70% of Kindergarten students score proficient on Benchmark sight words. 70% of Kindergarten students will score proficient at concepts of print 60% of Kindergarten students will score proficient at Text Level D. Kindergarten Math: 75% of Kindergaten students will score proficient on Identifying numbers 0-30 75% of Kindergaten students will score proficient on standart 1 counting and cardinality.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady ELA iReady Math	iReady ELA at or above grade level for 3rd-5th grade 3rd grade-34% 4th grade-26.4% 5th grade-26.2% iReady Math at or above grade level for 3rd-5th grade 3rd grade-22.6% 4th grade-11.3% 5th grade-21.4% 3rd grade ELA & Math: Writing: write a paragraph with a topic, details, and concluding sentences in all three genres (narrative, informational, and opinion). Reading: score P or above in their end of year reading text level assessment. Fact Fluency: single digit addition and subtraction. Skills of adding and subtracting with regroung and telling time. 4th grade ELA & Math: Writing-write a full, complete 1-3 paragraphs in Narrative, Opinion, and Informational writing Reading-Text Levels: score a Q or above in their end of year reading text level assessment (QRS)	iReady ELA 5% increase in proficiency levels iReady Math 5% increase in proficiency levels 3rd grade ELA: Writing: 80% of 3rd graders will be able to write a paragraph with a topic, details, and concluding sentences in all three genres (narrative, informational, and opinion). Reading: 50% of 3rd graders will score P or above in their end of year reading text level assessment. 3rd grade Math: Fact Fluency: 85% of 3rd graders will be proficient in single digit addition and subtraction. 50% of 3rd graders will score 80% or higher on skills of adding and subtracting with regroung and telling time. 4th grade ELA: 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) 4th grade Math: Addition/Subtraction Single Digit to 3 Digit Numbers, 80% of class shows mastery

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Addition/Subtraction Single Digit to 3 Digit Numbers Multiplication/Division Fact Fluency with Facts 0-12 5th grade ELA & Math: Text Level iReady Reading/Lexia to support student levels Handwriting, Letter Writing, Baseline: Sentence Formation, Paragraphs End of Year Goal: full paragraphs Addition/Subtraction Single Digit to 4 Digit Numbers Multiplication/Division Fact Fluency with Facts 0-12, Trimester Assessment Beyond the Basic Facts Focus of Fact Fluency. Focus is Foundational Facts Practice Swun Volume 1, 2. and 3	Multiplication/Division Fact Fluency with Facts 0-12, 80% of class shows mastery 5th grade ELA: Text Level, TUV, Tri 1: 60%, Tri. 2: 70%, Tri 3: 80% Using iReady Reading/Lexia to support student levels Student complete 10 lessons, 80% or higher/ 1-2 levels or more per Trimester Handwriting, Letter Writing, Trimester Progression: Baseline: Sentence Formation Tri 1: 1-2 Paragraphs, Tri. 2: 2-3 Paragraphs, Tri 3: 3-5 Paragraphs End of Year Goal: Writing 3-5 full paragraphs, Multiple Exposures to Opinion, Narrative, and Informative, 2-3 examples for each Trimester 5th grade Math: Addition/Subtraction Single Digit to 4 Digit Numbers, Trimester Assessment, 75% of class shows mastery Multiplication/Division Fact Fluency with Facts 0-12, Trimester Assessment, 75% of class shows mastery Beyond the Basic Facts Focus of Fact Fluency. Baseline to Trimester 1 largest Focus is Foundational Facts Practice, small group/intervention

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		Swun Volume 1, Unit 1-4 Unit 1: 70%, Unit 2: Swun Volume 3, Unit 9-11 Swun Volume 2, Unit 5-8

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	District			School Year 2023-24
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	6620.41	School Year 2023-24

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 2023-24
3.4	Establish teacher release days (2) for data accumulation and analysis. Teacher professional development Staff professional development	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Secretary	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	3150.00 3150.00 2499.20	School Year 2023-24

				5800: Professional/Consulting Services And Operating Expenditures		

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, and ELD
	
	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 LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	12,052.00
					
					2,000.00
					
					67,000.00
						School Year 2023-24

3.6	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher IA 3rd-5th grade (ELO)	X All Students X English Learners X Low-Income Students X Foster Youth Other	EL Program Manager Principal ELD Teacher	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	97,785	School Year 2023-24
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	X All Students X English Learners X Low-Income Students X Foster Youth Other	Teacher with Coaching Responsibilities Staff Training IA's Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Site Allocation	170,166.00 8,500.00 3,073.59	School Year 2023-24

				2000-2999: Classified Personnel Salaries		
	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					
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	13,000.00	School Year 2023-24

| 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: 2022-23

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.

2022-23
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 2022-23	Expected Outcome 2023-24
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	Establish science based school activities to promote our science and engineering focus.

Schedule science based assemblies to promote our science and | X All Students
English Learners
Low-Income Students
Foster Youth
Other | Principal
Science Prep teacher
IA | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 1,536.80 | School Year 2023-24 |

		engineering focus. Lab supplies					

4.2		Provide current technology	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	2,038.00	School Year 2023-24

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		School Year 2023-24

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date

Completion Date | Proposed Expenditure(s) | | | |
| --- | --- | --- | --- | --- | --- |
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
| startcollapse | | | | | |
| | | startcollapse

endcollapse | | | |
| | | startcollapse

endcollapse | | | |
| | | startcollapse

endcollapse | | | |
| | | startcollapse

endcollapse | | | |
| | | startcollapse

endcollapse | | | |
| | | startcollapse

endcollapse | | | |
| | | startcollapse

endcollapse | | | |
| | | startcollapse | | | |

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
endcollapse					

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	$431,905.00

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 ($)

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)	$3,412.00
LCFF Supplemental English Learner Central	$97,785.00
LCFF Supplemental Site Allocation	$41,920.00
Title I Part A Parent Involvement	$3,188.00
Title I Part A Site Allocation	$285,600.00

Subtotal of state or local funds included for this school: $431,905.00

Total of federal, state, and/or local funds for this school: $431,905.00

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	41,920	0.00
LCFF Supplemental English Learner Central	97,785	0.00
Title I Part A Site Allocation	285,600	0.00
Title I Part A Parent Involvement	3,188	0.00
LCFF Supplemental Centralized Services (District Only)	3,412	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	97,785.00
LCFF Supplemental Site Allocation	41,920.00
Title I Part A Parent Involvement	3,188.00
Title I Part A Site Allocation	285,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	176,466.00
2000-2999: Classified Personnel Salaries	137,760.39
4000-4999: Books And Supplies	85,021.00
5000-5999: Services And Other Operating Expenditures	15,038.00
5800: Professional/Consulting Services And Operating Expenditures	17,619.61

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	97,785.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,150.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	30,770.80
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,499.20
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,719.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	469.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	173,316.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	3,073.59
4000-4999: Books And Supplies	Title I Part A Site Allocation	79,052.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	15,038.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	15,120.41

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,188.00
Goal 2	36,146.00
Goal 3	388,996.20
Goal 4	3,574.80

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

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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)   **$3,412.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$3,412.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$3,412.00		
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   **$41,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	5800: Professional/Consulting Services And Operating Expenditures	$2,499.20	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Increase student daily attendance through a variety of methods. Support subgroups including SWD.	4000-4999: Books And Supplies	$1,500.00	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	$14,537.00	Healthy Environments for Social-Emotional Growth	
Increase staff support to improve student behaviors and self monitoring.	2000-2999: Classified Personnel Salaries	$14,697.00	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	$2,000.00	Healthy Environments for Social-Emotional Growth	
Recognize and celebrate students for character performance and behavioral improvements. Positive Behavior Intervention System. Schedule PBIS based assembly.				
	1000-1999: Certificated Personnel Salaries	$3,150.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
	2000-2999: Classified Personnel Salaries	$1,536.80	Clear Pathways to Bright Futures	

Pasadena Avenue Elementary School

LCFF Supplemental Site Allocation Total Expenditures: $41,920.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $3,188.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supervision of students to enable parents to participate in school related events and meetings.	4000-4999: Books And Supplies	$469.00	Connected School Communities	
Maintain a parent resource center by coordinating services to support parenting and student achievement.	2000-2999: Classified Personnel Salaries	$2,719.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: $3,188.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation $285,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	$170,166.00	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	$67,000.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
	2000-2999: Classified Personnel Salaries	$3,073.59	Engaging Academic Programs	
Provide current technology	5000-5999: Services And Other Operating Expenditures	$2,038.00	Clear Pathways to Bright Futures	
Purchase MobyMax, ESGI, and RAZ Kids (computer based programs) to support targeted students in ELA and Math.	5800: Professional/Consulting Services And Operating Expenditures	$6,620.41	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Establish teacher release days (2) for data accumulation and analysis.	1000-1999: Certificated Personnel Salaries	$3,150.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Teacher professional development				
Staff professional development				
Purchase supplemental materials to support intervention, engagement and acceleration of Math skills. (SWUN) . Intervention materials	4000-4999: Books And Supplies	$12,052.00	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, and ELD				
Supplemental Materials & Supplies				
	5800: Professional/Consulting Services And Operating Expenditures	$8,500.00	Engaging Academic Programs	

Title I Part A Site Allocation Total Expenditures:	$285,600.00	
Title I Part A Site Allocation Allocation Balance:	$0.00	
Pasadena Avenue Elementary School Total Expenditures:	$431,905.00	