

School Year: **2022-23**



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
Norma Coombs Elementary School	19-64881-1932409	May 23, 2022	June 23, 2022

Purpose and Description

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
Comprehensive Support and Improvement

The Single Plan of Student Achievement (SPSA) is the Norma Coombs Elementary School (NCES)' commitment to the cycle of continuous improvement, and to ensure that all students succeed in reaching academic standards.

Briefly describe 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.

The Norma Coombs Elementary School (NCES) SPSA was developed with meaningful collaboration with teachers, administrator, instructional Coach, and the parents of NCES students. This collaboration has led to the development of a plan of action that sets goals for improved academic performance. The SPSA addresses the academic achievement needs of all students and targeted-groups of students, including English learners, socio-economically disadvantaged students, foster youth, students with disabilities, and racial/ethnic subgroups. The SPSA coordinates all educational services and applicable federal and state funding sources.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholders were involved in the planning process for the annual review and update of the Norma Coombs Elementary School Plan for Student Achievement (SPSA):

1. English Learner Advisory Committee (ELAC): The ELAC meets monthly throughout the school year. The meeting agendas always include issues related to student academic achievement, opportunities for parental involvement, and goals. January - May 2022
2. School Site Council (SSC): Agendas and minutes of the meetings reflect monthly analysis of data and how it informs our goals, progress and instructional decision making. January - May 2022
3. NCES Multi-tier System of Support (MTSS) Team: Leader in Me (SEL) collaboration with staff, students and parents - October, 2021 - May, 2022
4. Parent Teacher Student Association (PTSA): Collaborative input on becoming a Computer Science Immersion School and social emotional learning through ceramics/art and mindfulness (Young and Healthy) during monthly meetings and as-hoc meetings with the Principal January - May, 2022
5. African-American Parent Council (AAPC): Principal attended and NCES parents attended four District AAPC Meetings during 2021-2022 school year. Principal encouraged improved attendance through phone, email, and text blast (newsletter)

Resource Inequities

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

For the 2021-22 School Year, Norma Coombs Elementary School will receive \$___19,996___ in Unrestricted funds, \$___64,578___ Title 1 Site Allocation, and \$___43,750___ from the LCAP Site Allocation, \$1,053___ Parent Involvement; in addition, the Central office will fund 1.0 Instructional Coach and approximately 25 hours per week for one (1) Noon Aide. In order to fully fund our priorities we will need to supplement our budget with money from our Annual Fund.

School Vision and Mission

Vision: Through collaboration, innovation and literacy, Norma Coombs ignites the artistic and intellectual creativity of each student with visual and performing arts, music, technology, and engaging academic instruction.

Mission: "Celebrate resiliency, demonstrate perseverance, commit to excellence, honor persistence, inspire leadership, achieve the impossible, build futures, appreciate partnerships and proud to be a Lion."

School Profile

Norma Coombs Elementary School, located in the northeast section of Pasadena, adjacent to Victory Park, is one of 13 elementary schools in the Pasadena Unified School District. Norma Coombs is a choice school, where families apply through the district's open enrollment process for a permit to attend. There are 339 students currently enrolled in grades TK-5, with a little over 60% of them qualifying for free and reduced lunch. Norma Coombs has a beautifully diverse student population, ethnically, socio-economically and linguistically, resulting in a rich cultural school community. Of the 339 students enrolled, the Norma Coombs Language Census Report reveals that the following languages are spoken in the homes of Norma Coombs Elementary School: English, Spanish, Armenian, Japanese, Mandarin, and Cantonese Korean.

Significant demographic groups:

60 % Hispanic

20 % African American

15 % White

5% Asian

62.5% Socio-economically disadvantaged

21% English Learners

10% Special Education

2% Foster Youth

Norma Coombs Elementary school provides the following staff and facilities to meet the needs of our students:

3 Special Day Class Teachers (Grades Pre-K, K-2 and Grades 3-5)

15 Regular Education Teachers (Grades TK-5)

1-Transitional Kindergarten

2-Kindergarten Classes

2-First Grade Classes

2-Second Grade Classes

3-Third Grade Classes

2 Fourth Grade Classes

2 Fifth Classes

1 100% Principal

1 100 % Resource Specialist Program Teacher

1 100 % Instructional Coach

2 50% Speech Teachers

1 40 % School Psychologist

1 20% Nurse

1 100% Health Clerk
1 Office Manager
1 100% Clerk Typist
1 100% Community Assistant
1 Cafeteria Manager and 2 assistants
1 Head Custodian and 1.5 Evening Custodians
8 Special Education Instructional Aides
1 40% Instrumental Music Teacher
1 Therapist through Pasadena Mental Health
4 Campus Aides
LEARNs Before and After School Program
After School Adventures Program
Kempo Karate After School Program
PALS After School Program
CS Impact Coding Program
Ceramics and Mindfulness Program
Music Program
Choir Program
Innovation Club
My Masterpieces
Children Investigate the Environment

Under Measure TT, Norma Coombs began construction of two (2) new buildings during the summer of 2017. The new buildings are the main offices, Health office, six new classrooms and two restrooms. Construction was completed in 2018

We have an outstanding teaching core. They are a veteran, and well-trained staff in teaching that impacts student learning.

Our primary instructional focus is building and improving reading and literacy skills. Areas of emphasis include Reading, Writing, Listening, Speaking and Viewing. We will accomplish this through implementing a balanced literacy framework to include:

Reading Aloud (Modeled Reading) Modeled or Interactive Writing
Shared Reading Shared Writing
Guided Reading (Reading Workshop) Guided Writing (Writing Workshop)
Independent Reading Independent Writing
Conferencing

We implemented The Leader in Me/7 Habits of Happy Kids as our culture-building framework. We have begun teaching classroom lessons and have distributed Parent Guides on how to reinforce the Habits at home. We also changed the Mission Statement and Core Values to align with the 7 Habits and also our focus on how to tap into the natural gifts of every child.

Our Computer Science Immersion Program provides classes that ensures every student develops the conceptual knowledge and skills necessary to responsibly and productively participate in a digital world. Ceramics/Art Classes, including Mindfulness activities address and manage student emotional learning and encourages students to be in school every day in an environment that is safe, caring, and conducive to learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.28%	0.3%	0.33%	1	1	1
African American	19.55%	18.8%	13.20%	69	65	40
Asian	0.57%	0.6%	0.99%	2	2	3
Filipino	2.55%	2.6%	1.98%	9	9	6
Hispanic/Latino	58.36%	59.8%	63.70%	206	207	193
Pacific Islander	0.28%	0.3%	%	1	1	
White	11.33%	12.7%	14.19%	40	44	43
Multiple/No Response	6.52%	4.3%	4.29%	23	15	13
Total Enrollment				353	346	303

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	53	61	59
Grade 1	48	49	50
Grade 2	52	48	43
Grade 3	63	57	43
Grade 4	64	63	54
Grade 5	73	68	54
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	353	346	303

Conclusions based on this data:

1. There was a gradual decline in enrollment in all grades since 2017.

2. Kindergarten had the largest decline of 11 students from 2019-2020.
3. There was a decrease in enrollment of 31 students from 2018 to 2019

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	60	57		17.0%	16.5%	
Fluent English Proficient (FEP)	46	38		13.0%	11.0%	
Reclassified Fluent English Proficient (RFEP)	7	7		10.4%	11.7%	

Conclusions based on this data:

1. There was a significant decreased in students who were Reclassified Fluent English Proficient almost 16% from 2018 to 2019
2. There was a gradual decline of English Learners from 2017 to 2019
3. Most of our English Learners are classified as English Learners at 17.5%, further supporting the need for students to receive designated ELD instruction in small group.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	61	54		59	0		59	0		96.7	0.0	
Grade 4	71	61		67	0		67	0		94.4	0.0	
Grade 5	75	66		72	0		72	0		96	0.0	
Grade 11												
All Grades	207	181		198	0		198	0		95.7	0.0	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2414.			23.73			15.25			25.42			35.59		
Grade 4	2440.			14.93			26.87			16.42			41.79		
Grade 5	2503.			23.61			27.78			22.22			26.39		
Grade 11															
All Grades	N/A	N/A	N/A	20.71			23.74			21.21			34.34		

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.12			45.76			27.12		
Grade 4	20.90			44.78			34.33		
Grade 5	29.17			48.61			22.22		
Grade 11									
All Grades	25.76			46.46			27.78		

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.47			55.93			35.59		
Grade 4	7.46			58.21			34.33		
Grade 5	26.39			48.61			25.00		
Grade 11									
All Grades	14.65			54.04			31.31		

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.34			55.93			23.73		
Grade 4	8.96			71.64			19.40		
Grade 5	26.39			54.17			19.44		
Grade 11									
All Grades	18.69			60.61			20.71		

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.95			47.46			35.59		
Grade 4	16.42			47.76			35.82		
Grade 5	26.39			45.83			27.78		
Grade 11									
All Grades	20.20			46.97			32.83		

2019-20 Data:

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Conclusions based on this data:

1. There is evidence that Reader's and Writer's Workshop need to be taught with greater fidelity in small differentiated groups focusing on Research and Inquiry.
2. A little over half of all 4th grade students did not meet standard in ELA overall at 58.21% in 2019.
3. There was an increase of 5% students who did not meet ELA standard overall from 2018 to 2019

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	61	54		59	0		59	0		96.7	0.0	
Grade 4	71	61		67	0		67	0		94.4	0.0	
Grade 5	75	66		72	0		72	0		96	0.0	
Grade 11												
All Grades	207	181		198	0		198	0		95.7	0.0	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2411.			11.86			27.12			28.81			32.20		
Grade 4	2446.			11.94			22.39			35.82			29.85		
Grade 5	2495.			22.22			13.89			27.78			36.11		
Grade 11															
All Grades	N/A	N/A	N/A	15.66			20.71			30.81			32.83		

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.42			33.90			40.68		
Grade 4	23.88			25.37			50.75		
Grade 5	26.39			30.56			43.06		
Grade 11									
All Grades	25.25			29.80			44.95		

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.17			59.32			30.51		
Grade 4	14.93			44.78			40.30		
Grade 5	18.06			45.83			36.11		
Grade 11									
All Grades	14.65			49.49			35.86		

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.64			44.07			37.29		
Grade 4	14.93			49.25			35.82		
Grade 5	23.61			43.06			33.33		
Grade 11									
All Grades	19.19			45.45			35.35		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was a 15% increase in students who did not meet standard overall in math
2. There was a 10% decrease in students meeting standards in Problem Solving and Modeling/Data Analysis. This is an area where teachers need to focus by unpacking the problems.
3. The greatest need for direct explicit instruction is in Communicating Reasoning/Supporting Mathematical Conclusions due to an 8.27 % increase in students below standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		10	6	
1	1482.5	*		1470.6	*		1493.9	*		14	9	
2	1461.7	*		1465.7	*		1456.9	*		12	10	
3	*	1497.0		*	1503.7		*	1489.7		5	15	
4	*	1495.7		*	1495.6		*	1495.4		10	16	
5	1538.2	*		1549.5	*		1526.4	*		11	7	
All Grades										62	63	

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	21.43	*		28.57	*		50.00	*		0.00	*		14	*	
2	0.00	*		41.67	*		33.33	*		25.00	*		12	*	
3	*	13.33		*	40.00		*	46.67		*	0.00		*	15	
4	*	6.25		*	37.50		*	37.50		*	18.75		*	16	
5	36.36	*		45.45	*		9.09	*		9.09	*		11	*	
All Grades	17.74	12.90		37.10	38.71		33.87	40.32		11.29	8.06		62	62	

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	28.57	*		42.86	*		28.57	*		0.00	*		14	*	
2	16.67	*		41.67	*		25.00	*		16.67	*		12	*	
3	*	40.00		*	46.67		*	13.33		*	0.00		*	15	
4	*	37.50		*	18.75		*	31.25		*	12.50		*	16	
5	63.64	*		27.27	*		9.09	*		0.00	*		11	*	
All Grades	35.48	32.26		30.65	37.10		25.81	22.58		8.06	8.06		62	62	

2019-20 Data:

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	21.43	*		28.57	*		42.86	*		7.14	*		14	*	
2	8.33	*		25.00	*		33.33	*		33.33	*		12	*	
3	*	6.67		*	13.33		*	66.67		*	13.33		*	15	
4	*	0.00		*	25.00		*	37.50		*	37.50		*	16	
5	9.09	*		27.27	*		45.45	*		18.18	*		11	*	
All Grades	9.68	8.06		22.58	25.81		50.00	45.16		17.74	20.97		62	62	

2019-20 Data:

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	35.71	*		64.29	*		0.00	*		14	*	
2	16.67	*		75.00	*		8.33	*		12	*	
3	*	26.67		*	73.33		*	0.00		*	15	
4	*	25.00		*	50.00		*	25.00		*	16	
5	18.18	*		63.64	*		18.18	*		11	*	
All Grades	25.81	17.74		59.68	72.58		14.52	9.68		62	62	

2019-20 Data:

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	14.29	*		71.43	*		14.29	*		14	*	
2	16.67	*		66.67	*		16.67	*		12	*	
3	*	46.67		*	53.33		*	0.00		*	15	
4	*	43.75		*	43.75		*	12.50		*	16	
5	90.91	*		9.09	*		0.00	*		11	*	
All Grades	38.71	43.55		50.00	46.77		11.29	9.68		62	62	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	42.86	*		50.00	*		7.14	*		14	*	
2	0.00	*		66.67	*		33.33	*		12	*	
3	*	6.67		*	53.33		*	40.00		*	15	
4	*	6.25		*	50.00		*	43.75		*	16	
5	9.09	*		72.73	*		18.18	*		11	*	
All Grades	11.29	12.90		67.74	54.84		20.97	32.26		62	62	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	21.43	*		71.43	*		7.14	*		14	*	
2	16.67	*		58.33	*		25.00	*		12	*	
3	*	21.43		*	64.29		*	14.29		*	14	
4	*	0.00		*	68.75		*	31.25		*	16	
5	0.00	*		81.82	*		18.18	*		11	*	
All Grades	14.52	13.56		69.35	71.19		16.13	15.25		62	59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 37.10% of our English Learners scored at level 3 overall on the 2019 EL PAC Assessment.
2. Our English Learners decreased by 20% from 43.94 to 35.48, but remained at Level 4 in Oral Language on the 2019 EL PAC.
3. English Learners decreased by almost 50% on Level 4 in Written Language on the EL PAC from 2018 TO 2019

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
346	69.7	16.5	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	16.5
Foster Youth	3	0.9
Homeless	8	2.3
Socioeconomically Disadvantaged	241	69.7
Students with Disabilities	61	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	65	18.8
American Indian or Alaska Native	1	0.3
Asian	2	0.6
Filipino	9	2.6
Hispanic	207	59.8
Two or More Races	15	4.3
Native Hawaiian or Pacific Islander	1	0.3
White	44	12.7

Conclusions based on this data:

- Two-thirds of our students are socio-economically disadvantaged and this percentage has remained consistent over the past five years. The staff and programs supported by Comprehension Support and Improvement will benefit the students academically and social emotionally.

2. Almost 20% of our population are English Learners. More effort needs to be made to "Close the Achievement Gap".
3. We have a very diverse campus with all student groups moving in a positive direction.





School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate	Suspension Rate  Orange
Mathematics  Orange	Chronic Absenteeism  Red	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. Persistent, consistent interventions and strategies are needed for students with chronic absenteeism. Our African-American subgroup has the highest rate of absenteeism which put them in the "Red" level. LCAP Goal 2 has strategies to support all students
2. Persistent, consistent interventions and strategies are needed for students in Mathematics. Students with Disabilities, African American students, English Learners and Hispanic Students have the highest rate which puts them in the "Red" and "Orange" status.
3. Persistent, consistent interventions and strategies are needed for students in English Language Arts. Students with Disabilities and English Learners have the highest rate putting them in the "Orange" status.

School and Student Performance Data

Academic Performance English Language Arts

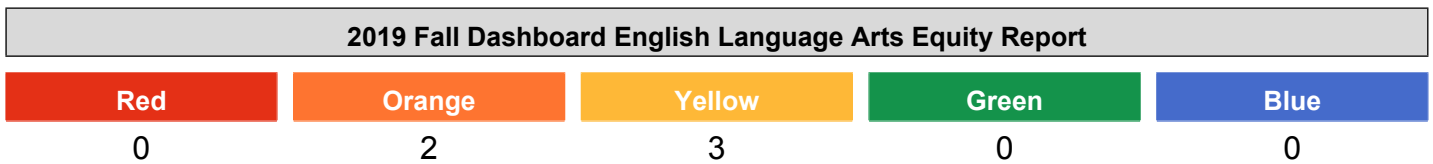
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 13.6 points below standard Maintained -0.3 points 193	<p>English Learners</p> Orange 48.1 points below standard Maintained -1 points 42	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Yellow 26.2 points below standard Increased ++12.9 points 136	<p>Students with Disabilities</p> Orange 75.3 points below standard Increased ++13.9 points 35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 36.8 points below standard Increased ++7 points 47	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.3 points below standard Increased ++7.9 points 107	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 No Performance Color 54.4 points above standard Maintained -2.5 points 20

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.1 points below standard Increased ++10.1 points 24	3.9 points above standard Declined -7.8 points 18	5.3 points below standard Maintained -2.4 points 134

Conclusions based on this data:

1. Socio-economically Disadvantaged, Hispanics and African American student groups increased to Yellow contributing to all students maintaining their Orange status with a -0.3 difference from the prior year.
2. Even though Students with Disabilities had the greatest distance from met at 75.3 points below standard, they still made improvements from the prior year at 89.2 points below standard.
3. Our socio-economically disadvantaged group made the biggest jump of 12.9 points "closing the achievement gap" from the prior year.

School and Student Performance Data

Academic Performance Mathematics

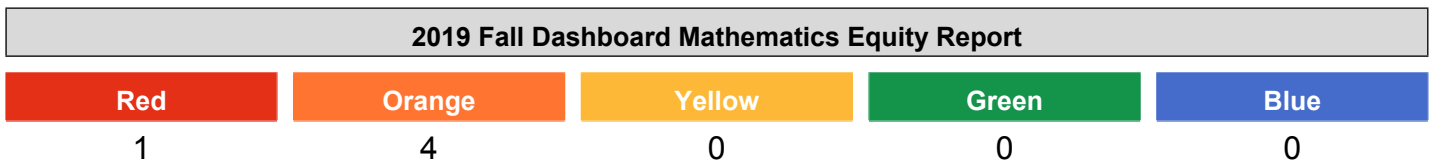
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 31.3 points below standard Declined -14.6 points 193	<p>English Learners</p> Orange 71.1 points below standard Declined Significantly -28 points 42	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 48.1 points below standard Declined -6.4 points 136	<p>Students with Disabilities</p> Red 101.5 points below standard Declined Significantly -25.1 points 35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 61.7 points below standard Declined -11.4 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40.6 points below standard Declined -5.5 points 107	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 36.1 points above standard Declined -14.7 points 20	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.7 points below standard Declined Significantly -25.3 points 24	11.7 points below standard Declined Significantly -24 points 18	20.8 points below standard Declined -11.9 points 134

Conclusions based on this data:

1. Our students with disabilities is a concern because they declined significantly to Red by -25.1 points from the prior year. Small group instruction, mini lessons and conferencing is key to meeting their needs.
2. English Learner subgroup made the largest decline by -28 points from the prior year, but maintained "Orange" status. Designated ELD is critical during small group instruction.
3. The only student group above standard decreased by -14.7 points from the prior year. All students need to receive intervention in each domain of mathematics.

School and Student Performance Data

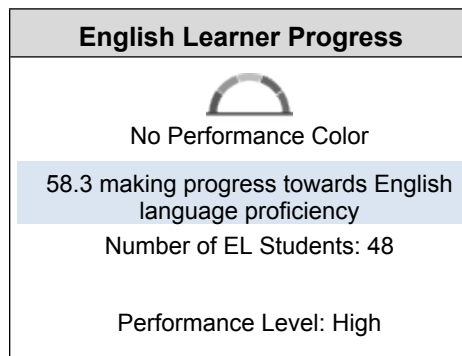
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6		4.1	54.1

Conclusions based on this data:

- Continued focus on ELA designated ELD instruction and small group intervention for English learners is contributing toward increased levels of proficiency in ELA.
- Language support has had a positive impact on math achievement, especially in being able to read and comprehend the directions as well as the word problems.
- The achievement of our English Learners in ELA has a positive affect on chronic absenteeism rates.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The elementary years set the foundation and the building blocks for good habits for middle and high school.
2. The areas where we have the most challenges are chronic absenteeism. It is the perfect indicator of preparedness for college and career.
3. The skills needed for being prepared lie within the indicators for all student groups.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

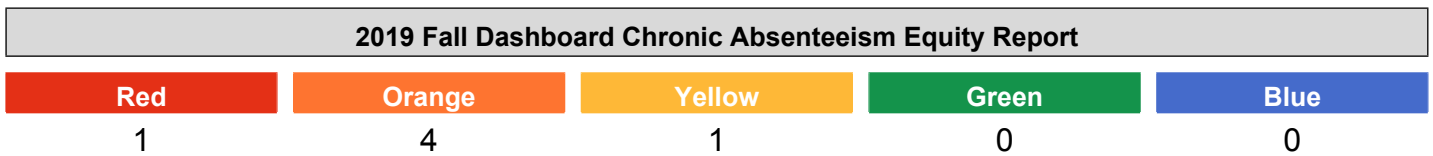
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>16.5</p> <p>Increased Significantly +3.9</p> <p>393</p>	<p>English Learners</p> <p>Orange</p> <p>15.9</p> <p>Increased +1.5</p> <p>69</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>17.9</p> <p>Increased +2.6</p> <p>279</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>16</p> <p>Declined -1.7</p> <p>81</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 24.2 Increased +6.5 91	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.8 Increased +2 216	 No Performance Color 22.7 Increased +14 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 12.5 Increased +5.5 48

Conclusions based on this data:

1. Our African American student group had the largest increase from 17.7% to 24.2%, a difference of 6.5% in chronic absenteeism last year, resulting in the very high status level, Red.
2. Our students with disabilities had the largest decrease from 17.7% to 16%, a difference of -1.7% in chronic absenteeism last year, resulting in a high decline status, Yellow.
3. Daily monitoring and monthly meetings with families to reduce tardies, absences and early pick ups must be implemented to turn this trend around. It can only result in high achievement.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Chronic Absenteeism must be reduced in elementary school to increase graduation rates in high school.
2. Suspension rates must be reduced in elementary school to increase graduation rates in high school.
3. ELA and Math proficiency must be increased in elementary school to have positive graduation rates in high school.

School and Student Performance Data

Conditions & Climate Suspension Rate

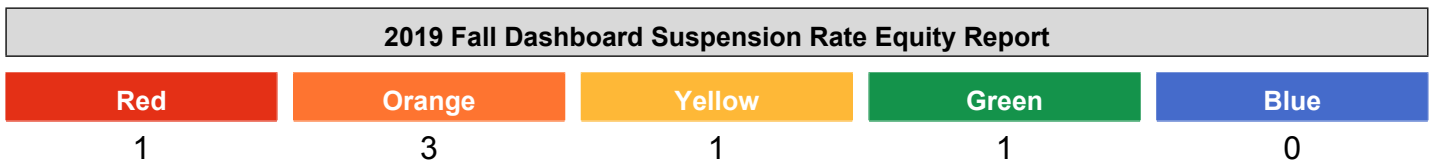
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.5</p> <p>Maintained -0.1</p> <p>400</p>	<p>English Learners</p> <p>Green</p> <p>2.8</p> <p>Declined -2.4</p> <p>71</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>5.6</p> <p>Declined Significantly -1.5</p> <p>284</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>9.8</p> <p>Declined -2.9</p> <p>82</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 9.6 Increased +2.5 94	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.1 Maintained 0 218	 No Performance Color 4.3 Declined -8.2 23	 No Performance Color Less than 11 Students - Data 7	 Orange 6.1 Declined -0.9 49

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.6	5.5

Conclusions based on this data:

1. Student social/emotional support during extracurricular activities and unstructured time must be carefully planned and intentional to decrease suspension rates for every student group.
2. African American suspension rates were the highest, but with restorative justice practices shifts the focus of discipline from punishment to learning and from the individual to the community, all students can experience success.
3. English Learner student group had the lowest suspension rate and are in the Green status. They are also the group with over 58% in making progress towards English Language Proficiency.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in four years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

I-Ready Math Diagnostic 2 (Winter) in 2022-2023 for students Kinder-5th, will increase in two out of the four domains by 15%.

Increase in targeted delivery of math interventions.

Identified Need

I-Ready Math Diagnostic 2 data shows the following:

67% of the kinder students are one grade or more below grade level according to Diagnostic 1 (Fall) data

84% of the first graders are one grade or more below grade level.

66% of the second graders are one grade or more below grade level.

89% of the third graders are one grade or more below grade level.

58% of the fourth graders are one grade or more below grade level.

68% of the fifth graders are one grade or more below grade level.

This led to the need for decreasing distance from met points in all domains in Math on 2022 i-Ready Math Diagnostic 2

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 i-Ready Math Diagnostic 2 All Students	<p>Academic year 2021-2022 I-Ready Math Diagnostic 2 1st-5th</p> <p>Academic year 2021-2022 I-Ready Math Diagnostic 2 Kinder</p> <p>33% of the Kinder students that tested met standard (Tier 1) 67% of the kinder students did not meet standard (Tier 2)</p>	<p>On i-Ready Diagnostic, students in grades K-5th will improve in 2022-2023 by 15% overall in at least two out of four domains.</p> <p>More Kinder students will participate in the testing.</p> <p>34% of the kinder students will increase by 15% to 49% to meet standard.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>0% of the kinder students did not meet standard/at risk (Tier 3)</p> <p>16% of the 1st grade students met standard (Tier 1) 70% of the 1st grade students did not meet standard (Tier 2) 14% of the 1st grade students did not meet standard/at risk (Tier 3)</p> <p>33% of the 2nd grade students met standard (Tier 1) 33% of the 2nd grade students did not meet standard (Tier 2) 33% of the 2nd grade students did not meet standard/at risk (Tier 3)</p> <p>31% of the 3rd grade students met standard (Tier 1) 35% of the 3rd grade students did not meet standard (Tier 2) 35% of the 3rd grade students did not meet standard/at risk (Tier 3)</p> <p>24% of the 4th grade students met standard (Tier 1) 43% of the 4th grade students did not meet standard (Tier 2) 33% of the 4th grade students did not meet standard/at risk (Tier 3)</p> <p>30% of the 4th grade students met standard (Tier 1) 31% of the 4th grade students did not meet standard (Tier 2) 39% of the 4th grade students did not meet standard/at risk (Tier 3)</p>	<p>42% of the 1st grade students will increase by 15% to 57% to meet standard. 33% of the 2nd grade students will increase by 15% to 48% to meet standard. 35% of the 3rd grade students will increase by 15% to 50% to meet standard. 38% of the 4th grade students will increase by 15% to 53% to meet standard. 35% of the 5th grade students will increase by 15% to 50% to meet standard.</p>
progress reports	% of students with C or lower in math related standards	decrease in the % of students receiving a C or lower

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including students with disabilities, English Learners and African American students.

Strategy/Activity

Professional Development is provided for teachers on i-Ready Math practices that address how to effectively differentiate instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including Students With Disabilities, English Learners and African American students.

Strategy/Activity

Team uses workshop model to deliver math intervention in small group learning structure for all student groups, including materials.

Within the workshop model, students will focus on Standards of Mathematical Practice: #1 Make sense of problem and persevere in solving them. #8 Model with mathematics and show your thinking using math journals and number lines.

Strategies for applying mathematical concepts and procedures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The math strategies and activities on the SPSA must be intentionally reviewed at every A Monday meeting as a check in. It must be listed on the Quick Note template for the principal's walk-through. Finally, the strategies and activities on the SPSA must be referred to on teacher's bi-weekly lesson plans as a reminder for "How" to address the longterm goal.

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

Changes to the goal have been streamlined and focused so teachers can specifically address "what" and "how" the needs of the student are met. In addition, added focus is on students who may be duplicated in the Low Performing Student Block Grant. The students who are in "Red" and "Orange" status on the CA Dashboard for Math, resulting in the school being in Comprehensive Support Improvement status will be monitored. All strategies and activities will be monitored for teaching with fidelity.

Based on the results, we will respond to the data and set benchmarks for the students while monitoring their progress. Teachers will receive PD in Do the Math Intervention Program to help address learning loss and provide additional support such as intervention 3 days a week for 45 mins, EL Tutoring twice a week for one hour, in addition offer Summer Lit/Math Camp to our Tier 2 and Tier 3 students. See Goal 6 Strategy 1.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 2

Chronic Absenteeism for all students will decrease by during the 2022-2023 school year.

Decrease absences, tardies and early pick ups for all student groups

Identified Need

Chronic Absenteeism issues

Trending Chronic 32 (9%)
 Nearly Chronic 21 (6%)
 Chronic Absenteeism 61 (17%)
 No Absences Issues 242 (68%)

Improved Chronic Absenteeism by all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism for All Students	Overall Attendance Average by Student Group for 2021-2022 is 89%	Increase Attendance of Students who are American Indian or Alaskan Native by 10% from 85.97% to 93%
Chronically Absent		Increase Attendance of Students who are Asian by 5% from 92.48% to 97%
African American Students 12	American Indian or Alaskan Native 85.97%	Increase Attendance of Students who are Black or Latino by 10% from 87.58% to 95%
American Indian or Alaskan Native 1	Asian 92.48%	Increase Attendance of Students who are Hispanic or Latino by 10% from 87.07% to 95%
Hispanic or Latino 38	Black or Latino 87.58%	Increase Attendance of Students whose race is Not Provided by 5% from 92.39% to 97%
Two or More Races 1	Hispanic or Latino 87.07%	Increase Attendance of Students who are Two or More
White 1	Not Provided 92.39%	
Trending Absent	Two or More Races 84.97%	
African American Students 6	White 92.79%	
Hispanic or Latino 16		
Two or More Races 2		
White 1		
Nearly Chronic		
African American Students 3		
Hispanic or Latino 13		
White 2		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Races by 10% from 84.97 to 92%</p> <p>Increase Attendance of Students who are White by 5% from 92.79% to 97%</p>
<p>Average Weekly Attendance Rate</p>	<p>2021-2022 Weekly Attendance Trend for Students for 2021-2022</p> <p>Week 1: 92.5%</p> <p>Week 2: 93.6%</p> <p>Week 3: 87.8%</p> <p>Week 4: 91.9%</p> <p>Week 5: 87.4%</p> <p>Week 6: 90.3%</p> <p>Week 7: 90.8%</p> <p>Week 8: 86.9%</p> <p>Week 9: 92.0%</p> <p>Week 10: 93.3%</p> <p>Week 11: 93.0%</p> <p>Week 12: 91.7%</p> <p>Week 13: 91.1%</p> <p>Week 14: 92.9%</p> <p>Week 15: 90.4%</p> <p>Week 16:</p> <p>Week 17: 90.7%</p> <p>Week 18: 85.0%</p> <p>Week 19: 83.7%</p> <p>Week 20:</p> <p>Week 21:</p> <p>Week 22: 65.6%</p> <p>Week 23: 59.4%</p> <p>Week 24: 79.3%</p> <p>Week 25: 85.6%</p> <p>Week 26: 90.0%</p> <p>Week 27:</p> <p>Week 28: 91.2%</p> <p>Week 29: 91.0%</p> <p>Week 30: 91.8%</p> <p>Week 31: 92.0%</p> <p>Week 32: 89.5%</p> <p>Week 33: 89.8%</p> <p>Week 34: 90.5%</p> <p>Week 35: 92.0%</p> <p>Week 36: 94.4%</p> <p>Week 37: 91.9%</p> <p>Week 38: 91.3%</p>	<p>Increase average weekly attendance % school wide until 97% or better is achieved.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Week 39: 92%	

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including African American, American Indian or Alaskan Native and Hispanic/Latino student groups.

Strategy/Activity

Families are informed about the seriousness of their child’s attendance status early in the school year

Scheduled monthly SART conferences are held for families who have 10 or more tardies within a month and/or 5 or more absences within a month to review data.

A focused plan will be created as parent, student and staff work together to ensure better attendance.

Community Assistant trouble shooting for distance learning participation, general school attendance and distance learning material distribution to community.

Student Success Team meetings for families setting strengths, concerns, intervention desired outcomes, actions plans and brainstorming strategies

Counselor from CWA to participate in meetings for families who struggle with attendance

Develop SART contract for families

Utilize SARB system for the severely chronically absent students

MTSS team meets monthly to identify problems, discuss attendance data, supports, interventions and actions taken with the family.

The community assistant will support the MTSS Committee in conducting a root cause analysis for the tardies, absences and early pick ups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
23,300	CSI
500	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including African American, American Indian or Alaskan Native and Hispanic/Latino student groups

Strategies to increase student attendance and decrease chronic absenteeism.

Strategy/Activity

Implement individual, class or school wide incentives for the most improved or highest growth in positive attendance percentage.

Attendance Leadership Assembly once a month on Monday to celebrate attendance data

Utilize Attendance Awareness Month (September) to inform families of the importance of attending school regularly. Students will participate by signing compacts to pledge a promise to attend school every day on time ready and prepared to learn.

Part of MTSS roll-out: A family checklist- "How to get students to school on time every day ready and prepared to learn"

1. Meeting with parents at the beginning of the school year
2. Leader in Me bracelets, pencils, bookmarks/charms for rewards
3. Principal and team conduct a field day for improved attendance
4. Schedule: Aug-Oct, Nov-Jan, Feb-Apr, May "End of Year" Celebration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2742.60

Source(s)

CSI

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

I-Ready Reading Diagnostic 2 (Winter) in 2022-2023 for students K-5th, will increase in all domains by 15%.

Increase in targeted delivery of ELA interventions

Identified Need

This led to the need for decreasing distance from met points in all domains in Reading on 2022 i-Ready Reading Diagnostic 2 (Winter) for 1st-5th
 This led to the need for decreasing distance from met points in all domains in Reading on 2022 i-Ready Reading Diagnostic 1 (Winter) for Kinder

All kinder students need to take the test

76% of 1st graders, 50% of 2nd graders, 68% of 3rd graders, 65% of 4h graders and 63% of 5th graders. All Students overall placed in Tier 3

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Diagnostic 2 All Students	<p>Academic year 2021-2022 I-Ready Reading Diagnostic 1</p> <p>None of the Kinder students took the i-Ready Reading Diagnostic 1</p> <p>24% of the 1st grade students met standard (Tier 1) 64% of the 1st grade students did not meet standard (Tier 2) 12% of the 1st grade students did not meet standard (Tier 3)</p> <p>50% of the 2nd grade students met standard (Tier 1) 17% of the 2nd grade students did not meet standard (Tier 2)</p>	<p>On i-Ready Diagnostic 3, students in grades 1st - 5th improve in 2022-2023 by 15% overall.</p> <p>Kinder students will participate in Diagnostic 1 testing.</p> <p>38% of the 1st grade students will increase by 15% to 53% to meet standard. 25% of the 2nd grade students will increase by 15% to 40% to meet standard. 34% of the 3rd grade students will increase by 15% to 49% to meet standard.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>33% of the 2nd grade students did not meet standard/at risk (Tier 3)</p> <p>32% of the 3rd grade students met standard (Tier 1) 16% of the 3rd grade students did not meet standard (Tier 2) 52% of the 3rd grade students did not meet standard/at risk (Tier 3)</p> <p>34% of the 4th grade students met standard (Tier 1) 35% of the 4th grade students did not meet standard (Tier 2) 30% of the 4th grade students did not meet standard/at risk (Tier 3)</p> <p>37% of the 5th grade students met standard (Tier 1) 31% of the 5th grade students did not meet standard (Tier 2) 32% of the 5th grade students did not meet standard/at risk (Tier 3)</p>	<p>33% of the 4th grade students will increase by 15% to 48% to meet standard. 32% of the 5th grade students will increase by 15% to 47% to meet standard.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including students with disabilities, English Learners and African American students.

Strategy/Activity

Professional Development is provided for teachers on Balanced Literacy practices that address how to effectively differentiate instruction for all students.

Activity:

PD for teachers on how to give mini lessons in clear and purposeful writing followed by guided practice and conferencing with students from Instructional Coach

PD for teachers on how to differentiate phonics, reading and writing instruction for students who are in Tier I, Tier II and Tier III from the Instructional Coach

Release time for teachers to work in their grade level teams once monthly

Training: Teachers will continue to use tools from Columbia Teacher's College Writing Project training, Balanced Literacy Implementation Guide and observation of teachers who have experience doing Reading and Writing Workshop to help students improve written response to literature.

Instructional Coach communicates weekly curriculum and instructional updates to teachers and staff using a SMORE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

200.00

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including students with disabilities, English Learners and African American students.

Strategy/Activity

Team uses workshop model to deliver ELA intervention in small group learning structure for all student groups, including materials.

Strategies:

Strategies for comprehension

Strategies for understanding literary and non-fiction text

Strategies for phonics and word knowledge

Continued activities:

Heinemann Virtual Units of Study Teaching Resources will be used as a supplement to the print Units of Study series to help all students with phonics and writing in small-group work and whole-class instruction.

The Guided Reading Program will be used for small group instruction during virtual and in-person teaching.

Within the workshop model, teachers will use Leveled Readers based on Fall Assessment IRI will be used to support all students and differentiate instruction

Interactive read alouds, News ELA and Read Works will be used to develop literary and informational text comprehension

All students will be assessed on Lexia Placement Assessment. \$9500

Lexia provides students with a personalized learning path (differentiated instruction) where they are motivated by their own success.

Lexia provides teachers with the resources to implement small group, differentiated instruction and scaffolded lessons.

Students reading below grade level will do Lexia at least twice a week for 30 minutes each in school and 30 minutes for homework per night.

Teachers will use mentor texts, anchor charts and anecdotal records as tools to use during writing instruction.

Teachers will integrate the Flocabulary Program into the curriculum to help students become curious, global citizens who ask questions and think critically. It will help students master content, build vocabulary and engage in 21st-century skills. \$2600

The use of maps for grades TK-5 will support the Social Studies curriculum and other subjects \$5344

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

17,744

CSI

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning

Goal 4

Suspension Rate for all students will decrease by the end of the 2022-2023 school year.

Identified Need

Improved Suspension Rate by Students with Disabilities and African American students.

This led to the need for decreasing the suspension rate on the Hoonuit Dashboard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension for African American Students	Suspension Rate for African American students are at 6. 3-AA girls 3-AA boys	Improve suspension of African American students by decreasing by 5 or lower from 6 to 1 in the 2022-2023 school year.
Suspension Rate for all students	Suspension Rate for all Students are at 9 in 2021-2022 school year	Improve suspension of all students by decreasing by 7 or lower from 9 to 2 in the 2022-2023 school year.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including Students with disabilities and African American Students

Strategy/Activity

Behavior expectations are implemented and referrals made to the main office will decrease.

Proactively select students who have observable peer relation challenges to participate in a social skills group twice a week.

Teach students self regulation strategies when struggling with controlling emotions in situations on campus.

Students will participate in weekly Leader In Me lessons in the classroom

They will demonstrate the 7 Habits throughout the school day by proactively associating their behavior to a habit.

Playground behavior aides and recreational aides will use the habits to redirect negative behavior. Teachers will use habits to have students reinforce learning, make decisions, set goals, and take responsibility.

Students who demonstrate the 7 Habits are chosen for a Leader In Me Award or earn a Lions Ticket to trade in for a reward.

Weekly Leadership Assemblies are held on Fridays. Families are invited to the assemblies to see students recognized for their leadership roles and reinforce "The Leader in Me Habit of the Week"

Students will actively participate and engage in creating leadership visuals to display around the campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

5100

CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Behavior expectations are implemented and referrals to the main office will decrease.

Decrease MTSS behavior referrals

Leader in Me (Social Emotional Learning) Professional Development Staff and the Lighthouse Team

Deepen the implementation of the 7 Habits /Leader in Me Social Emotional Learning Curriculum for students, staff and teachers

Release time for staff to work together to learn how LIM can impact student behavior, culture and academics. Substitute teachers will be provided.

Staff will engage in LIM PD during selected A Monday meetings to build a sense of unity and collaboration, work with data in a positive and nonjudgmental way, use summative school proficiency data. Choose the right lead measures to apply the 4 Disciplines of Execution with fidelity. Create a “roll out”: plan to implement 4DX with fidelity to close our school proficiency gap. Teachers and staff will develop personal and professional capacity allowing them to confidently teach and model social and emotional leadership skills.

2 Project Behavior Aides and 2 Recreational Aides will be trained to work with students in small social groups, helping them to make good choices when interacting with their peers. Staff will attend meetings and trainings to implement interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
57,000	CSI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including Students with disabilities and African American Students

Strategy/Activity

Teach students self regulation strategies when struggling with controlling emotions in situations on campus. A student's ability to manage their emotions helps every student avoid spending too much time in emotional, reactive states. This form of emotional management allows students to act in accordance with values and beliefs rather than emotionally react to external stimuli and thus avoid negative disciplinary interactions, including suspensions. Norma Coombs looks to focus on a multi-pronged approach to social emotional development and self-regulation.

Art, as an introspective and expressive endeavor, encourages emotional processing and the kind of active and productive healing that supports self regulation. Ceramics is a NCES signature program.

Interactive specialty physical education curriculum supports improved classroom behavior and self regulation among school-age children, including those with social and emotional disabilities. In a dedicated calming space, students engage in activities that will help them practice emotional self regulation skills and receive a chance to adjust negative behaviors before engaging in traditional disciplinary practices such as suspensions. This space will be designed to be relaxing and peaceful and include centers for students to journal, practice mindfulness, participate in art activities, read about coping skills, and experience other activities that will promote resilience.

Literacy/Wellness Center: funded by PEF schoolwide grant \$3996

Students will have access to in person and virtual wellness support to develop the students social emotional learning.

The center will help promote a positive school climate by providing social emotional support.

The Literacy/Wellness Center will positively impact the physical and mental health of our students by lowering stress/anxiety.

A key aspect of the Literacy and Wellness Lounge is a design that ensures that students feel safe and supported while igniting exploration.

The connected spaces, calming colors and unique furnishings will help transform a space into a vibrant school community where students can seek refuge, thrive, and learn.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

15,000

CSI

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.

Goal 5

Utilize the "Back to School" Event in August 2022 to communicate and set high expectations for involvement and participation from families.

Families will take a survey (Panorama and Measureable Results Assessment from Leader in Me Program) in Family Involvement

*Barriers to Education

*Family Efficacy

*School-family Partnerships in Social-Emotional Learning

Parents will receive a school calendar and sign up for a committee, school event, and/or school fundraiser to participate in during the school year.

Families will attend a short on going assembly in the auditorium about attendance and the importance of coming to school every day on time.

By the first Trimester, 80% of NCES families will register to access Aeries Parent Portal

By the second Trimester, 85-90% of NCES families will register to access Aeries Parent Portal

By the first Trimester, 95% of NCES families will receive the weekly schoolwide phone blast, email, text and monthly newsletter sent out by the principal.

60% of NCES Parents will attend two Family Information Nights, two school events/fundraisers and two holiday programs/celebrations

Identified Need

Less than 71% of our families are registered on Aeries Parent Portal.

Less than 60% of our families are involved in Community Building events and workshops such as, Community Health Action Mental Perseverance (CHAMP) workshop, Parent workshops and trainings

Less than 30% of our families attend the monthly Coffee With the Principal, African American Parent Council Meetings, School Site Council Meetings, English Language Advisory Council Meetings and Parent Teacher Student Association

Continue to keep a pulse on scheduled events, activities and fundraisers that can be taxing on parents resources and time by ensuring the NCES Calendar reflects a healthy balance of activities

Families will take the Measureable Results Assessment survey from Leader in Me Program (MRA) to show outcome of family involvement.

*Barriers to Education: increased from 86%-87%

*Family Efficacy: decreased from 80%-73%

*School-family Partnerships in Social-Emotional Learning: decreased from 76%to73%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents registered to access Parent Portal in Aeries	By August 2021, 70% NCES parents received Aeries Parent Portal due to Community Assistant helping parents to sign up in workshops and one on one help in the main office.	The expected outcome is 80% of NCES will be registered on Aeries Parent Portal
Variety of Families Participated in School Committees, many for the first (all committees were in compliance) Families participated in school events and fundraisers Tournament of Roses Parade Parking	Teacher Appreciation Celebration participation Bingo Night (AAPC) Fall Movie Night (PTSA) Virtual Open House Music and Art Event Spring Fling Event PTSA and Annual Fund Fundraisers	The expected outcome is 65% of our families will participate in school committees, family events and fundraisers
PEN Calendar communicated to parents School Tour Coffee With the Principal Young and Healthy Parenting Classes Family Engagement and Resources Events emailed to community	Community Assistant facilitated parent university/trainings listed on Master Calendar	The Master Calendar lists all parent university and trainings
Volunteer Log	Due to the pandemic, parent were not allowed on the school campus since March 2020 to May 2022	2022 Volunteer log is evidence of greater percentage of parent names and number of hours showing parent participation in volunteering on the school campus.
		By 2022, Increase active parent portal accounts to 100%.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategies for increasing parent/teacher use of Aeries Parent Portal.

Strategy/Activity

Community Assistant will continue training parents to use Parent Portal.
At Back to School Night, Open House, and other school-wide events, invite parents to sign up for access to Parent Portal.
Ask parent groups to refer to the Parent Portal on their agendas at their regularly scheduled meetings: PTSA, AAPC, ELAC, SSC, Coffee With the Principal
Investigate and find the families who do not have access to Parent Portal and invite them to sign up.
Teach and show parents how to access their child's report cards and messages from the school on Parent Portal
Community Assistant will engage with families giving them language support, information, training, distribute instructional materials and supplies
Poster maker provides a way to communicate events, fundraisers, academic achievement, student's social-emotional progress and visual representations of our signature programs such as coding, ceramics and music to our families and educational leaders

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students:

Strategies for increasing awareness and understanding of the CS Impact Science Immersion Program (Coding), Ceramics/Mindfulness and 7 Habits/Leader in Me (LIM) Program and how they support NCES students. These programs are considered to be the backbone of NCES, paving the way for students to have successful careers in STEM, Art and to be future leaders in the work place.

Strategy/Activity

Parent volunteer training on the 7 Habits/Leader in Me: It will provide families with the information, training, and school resources needed to empower them to be supportive partners in the development of their child's social-emotional learning.
Parent volunteer training on Coding Immersion Program: It will provide families with the information, training, and school resources needed to empower them to be supportive partners in the development of the skills needed to successfully understand the systems and language Coding Immersion Program uses to build and design programs.
Hold a Family Coding Night and invite professionals in the career to teach families the current trends in coding.
Continue to highlight one of the Seven Habits in the monthly newsletter. Continue to highlight one of the Principle's as a weekly self assessment passcode.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

1003

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 6

Students will demonstrate grade level knowledge in all core subjects and graduate in four years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 6

Closing the Achievement Gap for all Subgroups

1. Mathematics:

By 2022-iReady Math Diagnostic 1, each of the listed groups and ethnic groups will show the following decreases in "Distances from Met" (DFM), as measured by the iReady Mathematics assessment.

Using iReady Math Diagnostic 3 Assessment data

**English Learners: Increase by 15% from 31% to 45% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

**Students With Disabilities: Increase by 15% from 18% to 33% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

**African American Students: Increase by 15% from 27% to 42% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

**Socio-economically Disadvantaged: Increase by 15% from 43% to 58% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

**Hispanics: Increase by 15% from 36% to 51% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

2. English Language Arts/Literacy:

By 2022-iReady Reading Diagnostic 1, each of the listed groups and ethnic groups will show the following decreases in "Distances from Met" (DFM), as measured by the iReady Mathematics assessment.

Using iReady Reading Diagnostic 3 Assessment data

**English Learners: Increase by 15% from 31% to 45% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

**Students With Disabilities: Increase by 15% from 18% to 33% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

**African American Students: Increase by 15% from 27% to 42% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

**Socio-economically Disadvantaged: Increase by 15% from 43% to 58% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

**Hispanics: Increase by 15% from 36% to 51% students proficient in 4 domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)

3. To ensure that every student develops the foundational conceptual knowledge and the skills to responsibly and productively participate in a digital world.

Identified Need

1. Mathematics: School-wide, 57% students overall scored below grade level standards on the 2022 iReady math Diagnostic 3 assessment; however, 69% English Learners scored below grade level standard, 74% African American students below grade level standard, 65% Hispanic students scored below grade level standards, 83% students with disabilities scored below grade level standard, and 58% socio-economically disadvantaged scored below grade level standard.

2. English Language Arts/Literacy: School-wide, 53% students overall scored below grade level standards on the 2022 iReady math Diagnostic 3 assessment; however, 83% English Learners scored below grade level standard, 74% African American students below grade level standard, 60% Hispanic students scored below grade level standards, 78% students with disabilities scored below grade level standard, and 54% socio-economically disadvantaged scored below grade level standard.

3. The largest achievement gaps that need to be closed, measured by iReady Reading and Math.

*In Math between our current Special Education (37/54 tested) at 84% below standard compared to non Special Education students (148/235 tested) at 50% below standard.

*In ELA between our current English Learners (29/49 tested) at 83% below standard compared to our English Only students (128/240 tested) at 47% below standard.

*In ELA between our current Special Education (27/54 tested) at 78% below standard compared to non Special Education students (130/235 tested) at 49% below standard.

*In ELA, 74% of our African American students (31/58 tested) scored below standard.

*In Math, 75% of our African American students (39/58 tested) scored below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Assessment (Mathematics)	On the 2022 i-Ready Math Assessment Diagnostic 2 Assessment, 34% of the students in grades K-5 are on or above grade level in all four domains. Since the Hispanic subgroup is 63% of the school population and the African American population is the next largest subgroup at 18%, these groups are good indicators of "closing the achievement gap" when compared to all students.	In 2022-2023 on the iReady Math Diagnostic 2 Assessment, Hispanic and African American students will show an increase in growth by 15% in all four domains on the i-Ready diagnostic assessment. This will result in an increase from 36% to 51% for Hispanic students scoring on or above standard in all four domains in order to "narrow the achievement gap." This will result in an increase from 27% to 42% for African American students scoring on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		or above standard in all four domains in order to "narrow the achievement gap."
iReady Assessment (English Language Arts/Literacy)	On the 2022 i-Ready English Language Arts/Literacy Assessment Diagnostic 2 Assessment, 47% of the students in grades K-5 are on or above grade level in all four domains. Since the Hispanic subgroup is 63% of the school population and the African American population is the next largest subgroup at 18%, these groups are good indicators of "closing the achievement gap" when compared to all students.	In 2022-2023 on the iReady (English Language Arts/Literacy) Diagnostic 2 Assessment, Hispanic and African American students will show an increase in growth by 15% in all four domains on the i-Ready diagnostic assessment. This will result in an increase from 40% to 55% for Hispanic students scoring on or above standard in all four domains in order to "narrow the achievement gap." This will result in an increase from 26% to 41% for African American students scoring on or above standard in all four domains in order to "narrow the achievement gap."
iReady Assessment (English Language Arts/Literacy)	Academic year 2021-2022 I-Ready Reading Diagnostic 2 58% of the Kinder grade students met standard (Tier 1) 43% of the Kinder grade students did not meet standard (Tier 2) 0% of the Kinder grade students did not meet standard/at risk (Tier 3) 26% of the 1st grade students met standard (Tier 1) 66% of the 1st grade students did not meet standard (Tier 2) 9% of the Kinder grade students did not meet standard/at risk (Tier 3) 53% of the 2nd grade students met standard (Tier 1) 18% of the 2nd grade students did not meet standard (Tier 2)	In 2022-2023, students in grades K-5th will increase standard met by 15% overall from 46% to 61% on the iReady Reading Diagnostic 2 Assessment 58% of the kinder students will increase by 15% to 73% to meet standard. 26% of the 1st grade students will increase by 15% to 41% to meet standard. 53% of the 2nd grade students will increase by 15% to 68% to meet standard. 33% of the 3rd grade students will increase by 15% to 48% to meet standard. 36% of the 4th grade students will increase by 15% to 51% to meet standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>30% of the 2nd grade students did not meet standard/at risk (Tier 3)</p> <p>33% of the 3rd grade students met standard (Tier 1) 13% of the 3rd grade students did not meet standard (Tier 2) 53% of the 3rd grade students did not meet standard/at risk (Tier 3)</p> <p>36% of the 4th grade students met standard (Tier 1) 35% of the 4th grade students did not meet standard (Tier 2) 30% of the 4th grade students did not meet standard/at risk (Tier 3)</p> <p>38% of the 5th grade students met standard (Tier 1) 32% of the 5th grade students did not meet standard (Tier 2) 30% of the 5th grade students did not meet standard/at risk (Tier 3)</p>	<p>38% of the 5th grade students will increase by 15% to 53% to meet standard.</p>
iReady Assessment (Mathematics)	<p>Academic year 2020-2021 I-Ready Math Diagnostic 3</p> <p>100% of the Kinder students did not test when this data was reported (Tier 1)</p> <p>28% of the 1st grade students met standard (Tier 1) 62% of the 1st grade students did not meet standard (Tier 2) 10% of the 1st grade students did not meet standard/at risk (Tier 3)</p> <p>21% of the 2nd grade students met standard (Tier 1) 51% of the 2nd grade students did not meet standard (Tier 2)</p>	<p>In 2022-2023, students in grades 1-5th will increase standard met in math by 15% overall from 43% to 58% on the iReady Math Diagnostic 3 Assessment</p> <p>100% of the Kinder students did not test when this data was reported</p> <p>28% of the 1st grade students will increase by 15% to 43% to meet standard. 21% of the 2nd grade students will increase by 15% to 36% to meet standard. All 3rd graders will test. 0% of the 3rd grade students will increase by 15% to 15% to meet standard.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>28% of the 2nd grade students did not meet standard/at risk (Tier 3)</p> <p>0% of the 3rd grade students met standard (Tier 1) 33% of the 3rd grade students did not meet standard (Tier 2) 67% of the 3rd grade students did not meet standard/at risk (Tier 3)</p> <p>58% of the 4th grade students met standard (Tier 1) 24% of the 4th grade students did not meet standard (Tier 2) 18% of the 4th grade students did not meet standard/at risk (Tier 3)</p> <p>62% of the 5th grade students met standard (Tier 1) 20% of the 5th grade students did not meet standard (Tier 2) 18% of the 5th grade students did not meet standard/at risk (Tier 3)</p>	<p>58% of the 4th grade students will increase by 15% to 73% to meet standard. 62% of the 5th grade students will increase by 15% to 77% to meet standard.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including students with disabilities, English Learners and African American students.

Strategies that will improve instruction towards closing the gap and ensuring greater academic success.

Strategy/Activity

English Learners will meet in small groups by grade level for intervention with the reading and math intervention teacher to include Math, Science, ELA and English Language Development.

Students in Tier II will get additional support in reading and math, and meet with instructional coach and intervention teacher in small groups.

SSTs will be held for students in Tier II group who continue to struggle and not make progress in reading and math.

Roving Substitute Teacher for SSTs

"All student" groups will use Lexia for additional practice with vocabulary.
 "All students" will use Read Works for additional practice with comprehension.
 "All students" will participate in the Computer Science Program to receive classes in coding.
 "All students" will use i-Ready Math, Mystery Science, STEMscopes, Reading A to Z and Epic Books

Math Intervention Program, including preparation materials, objectives, step-by-step instruction, monitor student progress and professional development for teachers to help address learning loss and provide additional support for our Tier 2 students.

Expand STEM Lab for all student groups. They will engage in hands-on science to increased science knowledge uptake, conceptual uptake and knowledge retention, particularly for English Language Learners.

Summer Lit Camp is offered to Tier I and II students based on diagnostic results and IRI levels to prevent summer slide and due to learning loss from the pandemic.
 Student will use organizers and planners \$1,200

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
54,325	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including students with disabilities, English Learners and African American students.

Strategy/Activity

Intervention Teacher will instruct the first grade curriculum according to the PUSD scope and sequence in English Language Arts and Math. The Intervention Teacher is a teacher leader in Reading and Writing Workshop.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including students with disabilities, English Learners and African American students.

Strategy/Activity

Professional Development, support and coaching is provided for teachers to equip them with the foundational tools, training and pedagogy necessary to integrate computer science and coding into the core content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including students with disabilities, English Learners and African American students.

Strategy/Activity

To address the gap, students will use the computer science standards to participate in rigorous and equitable computer science classes, K-5, to ensure that every student receive foundational knowledge and skills to prepare for college and career.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

[Empty input field for Amount(s)]

Annual Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

[Empty input field for Amount(s)]

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

All students K-5 will receive weekly direct instruction focusing on technology and collaboration skills in order to develop their proficiency in using technology to improve achievement.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

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	\$56975
Total Federal Funds Provided to the School from the LEA for CSI	\$191633
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$248608
Other State/Local Funds provided to the school	\$41475

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 Funding Sources	Allocation (\$)
Title I	\$55972
Title I Part A: Parent Involvement	\$1003
CSI	\$191633

Subtotal of additional federal funds included for this school: \$248,608

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$41475

Subtotal of state or local funds included for this school: \$41,475

Total of federal, state, and/or local funds available for this school: \$290,083

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	55972.00	55,472.00
CSI	191633	16,421.40
LCFF - Supplemental and Concentration (S/C)	41475.00	41,275.00
Title I Part A: Parent Involvement	1003.00	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI	175,211.60
LCFF - Supplemental and Concentration (S/C)	200.00
Title I	500.00
Title I Part A: Parent Involvement	1,003.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Debra Lucas	Principal
Martha Tovar	Other School Staff
Deidra Nadal	Classroom Teacher
Annaliese Liberto	Classroom Teacher
Jacquetta Moore	Classroom Teacher
Rebekah Flores	Classroom Teacher
Alicia Garvey	Parent or Community Member
Tamara Rodell	Parent or Community Member
Margie Cawlina	Parent or Community Member
Rebecca Kahn	Parent or Community Member
Maria Ramirez	Parent or Community Member
Kelly Aguirre	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

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 23, 2022.

Attested:



Principal, Debra Lucas on May 23, 2022

SSC Chairperson, Kelly Aguirre on May 23, 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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

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[Appendix C: Select State and Federal Programs](#)

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.

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

School: Norma Coombs Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,938,064.00	9524	\$203.49	186	\$41,209.14